DOCUMENT RESUME

ED 246 509 CS 504 641

TITLE	Forensic Journal, Volume VI, January 1984.
INSTITUTION	Japan English Forensics Association, Tokyo.
PUB DATE	Jan 84
NOTE	92p.
PUB TYPE	Speeches/Conference Papers (150) -- Collected Works - Serials (022)
JOURNAL CIT	Forensic Journal; v6 Jan 1984
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Competition; *Debate; *Discussion; *Drama; English (Second Language); Foreign Countries; Higher Education; *Persuasive Discourse; Problem Solving; *Public Speaking; *Speech Communication; Speech Skills
IDENTIFIERS	*Japan English Forensics Association

ABSTRACT

While covering various English language forensics activities in Japan, this special journal issue is heavily devoted to debate. The 22 articles in the journal are divided into five sections as follows: (1) general information on the Japan English Forensics Association (JEFA); (2) debate, including reports on debate tournaments around the world, a survey of debating activities in Japanese universities, debating practices in England and in America, and an analysis of a debate segment (the "Imperial Tombs" Case); (3) discussion strategies; (4) drama (the JEFA Drama Script Library); and (5) public speaking, including an article on effective public speaking, materials for judging an extemporaneous speech contest, and transcripts of English language speeches by Japanese university students (HTH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

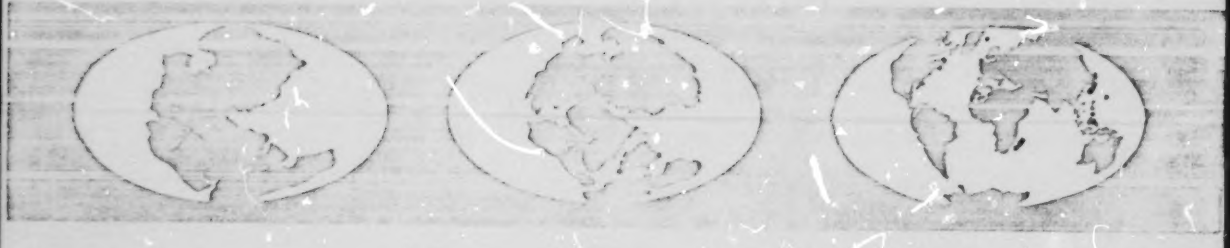
U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED246509

FORENSIC JOURNAL

Volume VI

JANUARY 1984



Japan English Forensics Association

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
C.A. Holeman
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

CS 204 641

EDITOR'S FOREWORD

JEFA celebrates its sixth anniversary on April 9, 1984. It has grown from a small organization of only nine group members to one of the largest forensics organizations in Japan, with well over 100 university ESSs and other forensic groups as members. We are very proud of our achievements, but we are confident that our "best years" are still ahead of us.

We want to thank all the members and friends of JEFA who have supported us so strongly. Without the enthusiasm and encouragement of our supporters, we could not have attained the position we have today.

This issue of the Journal, like several of the previous issues, is heavily devoted to debate. It's not unreasonable because debate is one of the most active and growing activities of ESS circles. But also, the debate "fanatics" provide us with more information and articles than anyone else.

In the next Journal we hope to have lists of major speech, drama and discussion contests and events to join the comprehensive list of debate contests contained in Vol V of the Journal, February 1982.

We again remind our readers that anyone, members and non-members alike, may submit articles for the Journal. So, if you want a published article to your credit, here is your chance! Just send them to us for evaluation of suitability for the Journal.

C. A. Holeman
Vice President and Executive
Secretary, JEFA

The FORENSIC JOURNAL is a publication
of the Japan English Forensics Association (JEFA)

Mailing address:

JEFA
C/o C. A. Holeman
1-28-11 Fujimidai
Kunitachi City
Tokyo, Japan 186

Tel: 0425-72-0827

FORENSIC JOURNAL VOL VI JANUARY 1984

Table of Contents

Editor's Foreward

Page

I. GENERAL
1. The Japan English Forensics Association (JERA)..... 1
2. JEFA Board of Directors..... 3
3. JEFA Group Memberships..... 4
4. JEFA Membership Application Form..... 8

II DEBATE
1. Report on the 1983 United States Debate Tour of Japan. Dr. W. Scott Nobles, Macalester College 9
2. Itinerary for the American Debate Team, Tour of Japan 1983..... 17
3. Report on the 1982 Exchange Debate Tour of America Akio Naito, Sophia University..... 18
4. Suggestions to the SCA - JEFA Exchange Debaters in 1984 Kazuo Matsuyama, Aoyama Gakuin University.. 24
5. Debating in England Father Peter Milward, Sophia University..... 28
6. British National Debate Tournament Narahiko Inoue, Graduate of Kyoto University..... 31
7. Theory and Notes on Goal-Criteria Cases Dr. Carl Becker, Fulbright Professor, Osaka Univ.... 41
8. Report of JEFA Debate Questionaire Miyori Nakazawa, Graduate of Sophia University..... 43
9. Appropriate Introduction of American Style Debate in Japan, Hiroaki Kitano, Senior. International Christian University..... 50
10. The "Imperial Tombs" Case Sophia University ESS Debate Team..... 54
11. Two-Member Team Debate Ballot.. 57

III DISCUSSION
1. Methods of Problem-Solving Discussion Takaomi Hirahashi, Member, JEFA Board of Directors . 59
2. Discussion Strategy C.A. Holeman, Vice President & Exec. Secretary, JEFA 64
3. All Japan Open Discussion Meeting Sponsored by Meiji Gakuin University ESS..... 65
4. Regulations for KUEL Discussion Kanto Universities ESS League..... 67

IV DRAMA
1. JEFA Drama Script Library..... 69

V PUBLIC SPEAKING
1. Effective Public Speaking Shinichi Oishi, University of Occupational and Environmental Health..... 70
2. Judging Sheet for Extemporaneous Speech..... 77
3. Speech: "From Hand To Heart" Toshishige Yamasaki, Seinan Gakuin University..... 80
4. Speech: "A Eucalyptus" Hironori Fujiyoshi, Hitotsubashi University..... 83
5. Speech: "Choosing Proper Branches" Ichiji Fujiwara, Waseda University..... 85
6. Speech: "Don't Be Innocent" Hiroo Sono, Hokkaido University..... 87

JAPAN ENGLISH FORENSICS ASSOCIATION (JEFA)

Background. For several years both students and advisors had recognized the need for some kind of an organization to assist English speaking societies (ESS), clubs, leagues, associations, etc. in their various forensics activities. However, no concrete proposals had been made nor had any action been taken. Then, during informal discussions at the Sophia All Japan Invitational Debate Tournament in October 1977, some judges who were advisors to ESSs conceived the idea of establishing an English forensics association in Japan. Subsequently, JEFA was inaugurated on April 9, 1978. The founders of JEFA are Japanese and foreign teachers and advisors to ESSs and are keenly aware of the types of assistance needed.

Purpose. JEFA is a nonprofit organization dedicated to the support of English forensics activities in Japan. Although we primarily support university level ESSs, we will assist any group: High school graduates, businessmen, teachers, etc. JEFA activities include, but are not limited to, debate, drama, group discussion, oral interpretation, and speech. JEFA's role is clearly defined as that of assisting and supporting, not managing or controlling, English forensics groups' activities. The management of ESS groups and their activities are the responsibilities of the groups themselves. The autonomy of groups such as ESS leagues and Federations is supported and encouraged by JEFA. JEFA's role is: to act as a medium for the exchange of ideas and information; to help coordinate schedules; to standardize rules and criteria for judging contests; to provide lists of qualified judges for those contests; to assist in providing background material for debate propositions and discussion topics; to conduct workshops, seminars and meetings on forensics activities; to sponsor international exchange debates; to maintain files and records of ESS and other forensics activities for future reference by anyone who needs them; to advise ESSs and individuals on any forensics matters, upon request; and similar activities.

Services. In addition to the support activities mentioned in the preceding paragraph, other JEFA services include: Obtaining reference books not available in Japan; loaning drama scripts from the JEFA script library (donations of scripts to this library are needed); recommending judges and lecturers for seminars, contests, etc.; and any other similar type service that would assist forensics groups and individuals (Just ask us!).

Publications. JEFA publications include:

1. The JEFA FORENSIC JOURNAL. Published annually, this journal covers various aspects of forensics activities in Japan. We welcome contributions to this journal from members and non-members alike.
2. The JEFA NEWSLETTER. This newsletter is published at least once a year and contains news of what has happened and is going to happen in forensics in Japan. Items covered include: a schedule of events; reports on forensics contests, lectures, seminars, etc.; introduction of leagues, ESSs and interesting personalities; and other news and information of interest. News items from anyone are welcomed and needed.
3. The JEFA LIST OF JUDGES. This is a group of lists of judges of debate, drama, group discussion, oral interpretatation and public speaking. The Lists are broken out into nine geographical areas: Chubu, Chugoku, Hokkaido, Hokuriku, Kansai, Kanto, Kyushu, Shikoku and Tohoku. These judges lists are provided free of charge upon request.

4. The JEFA-RECOMMENDED INSTRUCTIONS TO JUDGES OF DEBATE. This is a comprehensive instruction with the objective of standardizing judging criteria.

5. The DEBATERS' HANDBOOK. A handbook particularly for beginning debaters.

6. LIST OF MAJOR ENGLISH DEBATING CONTESTS, EXCHANGE DEBATES, etc. IN JAPAN. This is the first such comprehensive list ever compiled and it lists more than 50 debate events.

Future JEFA publications will include: a list of speech contests, a list of drama contests and presentations, a list of major group discussion events, and a list of all university ESSs.

Membership. Membership in JEFA is open to any forensic group or individual, including students, O.B.s, businessmen, faculty members, judges, etc. who have an interest in English forensics activities and who wish to support those activities. Membership fees are:

Group Membership.	
Up to 20 members	¥5,000 per year
21 to 70 members	¥10,000 per year
71 or more members	¥15,000 per year
(A group member (ESS, league, etc) would receive one copy of JEFA publications for each ¥1,000 paid in membership fees)	
Company Membership	¥100,000 per year
Individual Membership.	
Students	¥500 per year
Businessmen (any non student)	¥1,000 per year

Membership fees are payable annually on the members anniversary date of joining JEFA. Fees may be sent directly to the JEFA administrative office (See below) or sent to JEFA's bank account: Account #4236251, Mitsui Bank, Kunitachi Branch, Kunitachi-shi, Tokyo 186.

Board of Directors. The JEFA governing Board of Directors is composed of 15 (January 1984) members, both Japanese and foreigners. Directors are all volunteers who serve JEFA in addition to doing their regular jobs as teachers, businessmen, etc. They serve without pay except for the usual judging and lecturing fees they receive when invited by ESS groups, etc.

Financial Support. Our financial support comes from membership fees and donations by business groups (Such as Britannica, Japan Inc., newspapers, etc.), and private individuals. Our main expenses are printing and mailing fees, costs of international exchange events (debate) between the U. S. and Japan, and other administrative expenses.

Additional information about JEFA may be obtained by contacting the JEFA administrative office:

JEFA
c/o C. A. Holeman
1-28-11 Fujimidai
Kunitachi-shi
Tokyo 186
Tel: 0425-72-0827

JAPAN ENGLISH FORENSICS ASSOCIATION (JEFA)

Founded 1978

c/o C. A. Holeman
1-28-11 Fujimidai
Kunitachi, Tokyo 186

BOARD OF DIRECTORS

January 1984

President: Father Scott Howell, S. J.
Lecturer of Sophia University
Advisor to Sophia University ESS

Vice President: Professor Takehide Kawashima
Professor of Speech Communication and Phonetic Sciences, Nihon University
Advisor to Nihon University College of Humanities and Sciences ESS

Vice President & Executive Secretary: Mr. C. A. Holeman
Advisor to Tokyo Intercollegiate Debate League (TIDL)
Advisor to Hitotsubashi University International Society
Advisor to Tsuda College ESS

Vice President: Dr. Carl Becker
Fulbright Lecturer, Osaka University

Professor James R. Bowers
Associate Professor of Meiji University
Lecturer of Aoyama Gakuin University
Lecturer of the University of the Sacred Heart
Advisor to Aoyama Gakuin University ESS
Advisor to Meiji University ESS

Mr. Ronald Gosewisch
Instructor of Foreign Studies at Nagasaki University

Professor Satoshi Ishii
Assistant Professor of Otsuma Women's University

Mr. Mitsugu Iwashita
Director of Intercultural and Business Communications Center (IBCC)

Ms. Janet J. Jensen
Lecturer of Doshisha University

Mr. Michihiro Matsumoto
President, Management Development Institute
Advisor, Tokyo Intercollegiate Debate League (TIDL)
Advisor, Kansai Intercollegiate Debate League (KIDL)

Ms. Reba McDonald
Lecturer of Shinwa Women's University
Lecturer of Osaka Gakuin University
Advisor to Kinki University ESS

Professor Katsura Tachibana
Professor of Tokyo Institute of Intercultural Communication
Advisor to Dokkyo University ESS

Professor Shinichi Oishi
Associate Professor of English, School of Medicine, University of Occupational and Environmental Health

Mrs. Virginia Hogue
Lecturer of English, Tsuru University

Mr. Takaomi Hirahashi
Free Lance Translator
Advisor of Debate and Group Discussion, Seinan Gakuin University ESS

JAPAN ENGLISH FORENSICS ASSOCIATION (JEFA)

Founded 1978

GROUP MEMBERSHIPS

January 1984

1. *Aoyama Gakuin University Dept. of Technology ESS
2. *Atomi Gakuen Women's University ESS
3. *Hitotsubashi University International Society
4. *Hosei University Dept. of Technology ESS
5. *Kanagawa University ESS
6. *Kyoritsu Women's University ESS
7. *Meiji Gakuin University Night ESS
8. *Tokyo Women's Christian University Queen's Garden Society
9. *Yokohama National University ESS
10. Tsuda College ESS
11. Tokyo University of Foreign Studies ESS
12. Musashi Institute of Technology ESS
13. Kobe University ESS
14. ESS Federation of Scientific and Engineering Departments in Tokyo (TRESS)
    - Hosei University Dept. of Technology ESS
    - Science University of Tokyo ESS
    - Toyo University Dept. of Technology ESS
    - Kogakuin University ESS
    - Meiji University Dept. of Agriculture and Technology ESS
    - Tokyo Electrical Engineering University ESS
    - Nihon University Dept. of Science and Technology ESS
    - Aoyama Gakuin University Dept. of Technology ESS
15. Sophia University ESS
16. University of the Sacred Heart ESS
17. Meiji Gakuin University ESS
18. Oita University ESS
19. Kagoshima Students English Association (KSEA)
    - Kagoshima University ESS
    - Kagoshima College of Economics ESS
    - Kagoshima Junior College ESS
    - Kagoshima Prefectural Junior College ESS
20. League of English Speaking Societies in the Chugoku District (LESSC)
    - Okayama University ESS
    - Okayama Notre Dame Seishin University ELAS
    - Okayama Commercial College ESS
    - Okayama University School of Medicine Linguaphone Club
    - Hiroshima University ESS
    - Hiroshima Shudo University ESS
    - Hiroshima Institute of Technology ESS
    - Hiroshima College of Economics ESS
    - Hiroshima Jogakuin Women's College ESS
    - Yasuda Women's College ESS
    - Hiroshima Bunkyo Women's College ESS
    - Hiroshima Notre Dame Seishin Junior College ESS
    - Suzugamine Junior College ESS
    - Onomichi Junior College ESS
    - Iwakuni Junior College ESS
    - Kure Technical College ESS
    - Shimane University ESS
    - Yamaguchi University ESS
    - Shimonoseki City College ESS
    - Baiko Women's College ESS

21. Seven National Universities Oratorical Contest Association
    - Tokyo University ESS
    - Tokyo Medical and Dental University ESS
    - Tokyo Metropolitan University ESS
    - Tokyo University of Foreign Studies ESS
    - Tokyo University of Liberal Arts ESS
    - Chiba University ESS
    - Ochanomizu University ESS

22. Hokkaido ESS League (HESSL)
    - Fuji Women's College ESS
    - Fuji Women's Junior College ESS
    - Hokkaido University ESS
    - Hokkai Gakuen University ESS
    - Hokkai Gakuen University Dept. of Technology ESS
    - Hokusei Gakuen University ESS
    - Hokusei Women's Junior College ESS
    - Musashi Women's Junior College ESS
    - Muroran Institute of Technology ESS
    - Otaru University of Commerce ESA
    - Otaru Women's Junior College ESS
    - Rakuno Gakuen University ESS
    - Sapporo University ESS

23. Kitakyushu University ESS
24. Kumamoto Students ESS Association (KESS)
    - Kumamoto University ESS
    - Kumamoto University of Commerce ESS
    - Kumamoto Women's University ESS
    - Kyushu Jogakuin Junior College ESS
    - Kumamoto Junior College ESS

25. Takasaki City University of Economics ESS
26.
27. Kyoto University ESS
28. Shibaura Institute of Technology ESS
29. Aoyama Gakuin University ESS Debate Section
30. Nagasaki University ESS
31. Nagoya Intercollegiate ESS Federation (NIEF)
    - Aichi University, Nagoya Campus ESS
    - Aichi University, Toyohashi University ESS
    - Aichi Gakuin University ESS
    - Aichi University of Education ESS
    - Aichi Institute of Technology ESS
    - Aichi Prefectural University ESS
    - Aichi Syukutoku College ESS
    - Aichi Syukutoku Junior College ESS
    - Chubu Institute of Technology ESS
    - Kinjo Gakuin University ESS
    - Nagoya University ESS
    - Nagoya University of Commerc ESS
    - Nagoya City University ESS
    - Nagoya Gakuin University ESS
    - Nagoya Institute of Technology ESS
    - Nanzan University ESS
    - Nanzan Junior College ESS
    - Sugiyama Women's University ESS
    - Tokai Gakuen Women's Junior College ESS

32. All Shikoku ESS League (ASEL)
    - Ehime University ESS
    - Kagawa University ESS
    - Kochi University ESS
    - Kochi Women's University ESS
    - Matsuyama University of Commerce ESS
    - Shikoku Christian College ESS
    - Shikoku Women's College ESS
    - Tokushima University FLS
    - Tokushima University of Arts and Sciences ESS
33. Seinan Gakuin University ESS
34. Tsukuba University ESS
35. Toyo University ESS Debate Section
36. Fukuoka University ESS
37. Doshisha University ESS
38. Hirosaki University ESS
39. Kansai Debating Society
40. Kanto Junior Debate League
    - Atomi Gakuen Women's University
    - Chiba Institute of Technology
    - Chiba University
    - Gunma University
    - Ibaraki University
    - Kyoritsu Women's University
    - Meiji Gakuin University ESA
    - Meiji Gakuin University ESS
    - Meiji Gakuin University Night ESS
    - Musashi Institute of Technology
    - Saitama University
    - Shibaura Institute of Technology
    - Showa Women's University
    - Takasaki City University of Economics
    - Tokyo University of Economics
    - Tokyo Women's Christian University
    - Toyo University
    - Toyo Women's Junior College
    - Tsukuba University
    - Utsunomiya University
41. Otsuma Women's University Minerva Society
42. University of Tokyo Debate Section
43. Kansai Intercollegiate ESS Federation (KIEF)
    - Kansai University ESS
    - Kinki University ESS
    - Nara Women's University ESS
    - Osaka University ESS
    - Osaka City University FLD
    - Osaka University of Economics ESS
    - Osaka University of Foreign Studies ESS
    - Osaka Jogakuin Junior College ESS
    - Otani Women's College ESS
    - Otani Women's Junior College ESS
    - Poole Gakuin Junior College ESS
    - Tenri University ESS
    - University of Osaka Prefecture ESS
    - Wakayama University ESS

44. International Christrian University Debate Team
45. Dokkyo University ESS Debate Section
56. Kyoto Federation of College ESSs (KFC)
    Kyoto Women's University ESS
    Doshisha Women's College ESS
    Kyoto University of Education ESS
    Kyoto Sangyo University ESS
    Ryukoku University ESS
    Ritsumeikan University Ricoh ESS
    Kyoto University of Foreign Studies ESS
57. Kwansei Gakuin University ESS
58. Meiji University ESS Debate Section
59. Science University of Tokyo ESS
60. Seikei University ESS
61. National Association of Forensics and Argumentation (NAFA)
62. Meiji Gakuin University ESA

* Inaugural members of JEFA (Members who joined on JEFA's inauguration day, April 9, 1978)

JAPAN ENGLISH FORENSICS ASSOCIATION (JEFA)

Membership Application Form

Date:_____

To: Board of Directors, JEFA

(We) (I) hereby apply for (Group_____)(Individual_____) membership in JEFA.

Name of Group or Individual:_____

Name of University:_____
or Company.

* Number of members in group:_____

Address of Individual or
Representative of Group:_____

_____

Telephone No.:_____

Remarks (If any):_____

Signature:_____

Title (If applicable):_____

* * * \

SPEECH COMMUNICATION AND DRAMATIC ARTS

MACALESTER COLLEGE
1600 GRAND AVENUE
SAINT PAUL, MINNESOTA 55105
612-696 6340

September 1983

TO: The Speech Communication Association Committee on International Discussion and Debate (CIDD) and the Japan English Forensics Association (JEFA)

FROM: W. Scott Nobles, Coach and Lecturer, 1983 Tour of Japan (Wallace Professor of Speech Communication and Co-Director of Forensics, Macalester College)

SUBJECT: Report on the 1983 United States Debate Tour of Japan

I consider it a great privilege to have accompanied two American debaters on the fifth United States debate tour of Japan in May and June of 1983. The intrinsic rhetorical, educational and cultural values of the tour were enhanced constantly by the unsurpassed graciousness and hospitality of our hosts and by the great skills, rhetorical and personal, of the two American debaters with whom I worked and travelled.

This report will follow the general format of reports of Professors Kane, Matlon and Hazen, but it will be somewhat shorter. Since those reports have been and still are available to the persons and groups receiving this most recent report, I will not include such background topics as the history, the format, and the organizations of Japanese debate. The Hazen report of 1980, for example, is an excellent reference on those subjects. I will concentrate on the description of this year's tour, my observations about strengths and weaknesses of Japanese debate, and my recommendations to persons and organizations who participate in the planning and execution of this valuable debate exchange program.

The Debates.

The American team of Melonie Gardner, Samford University, and Jim O'Brien, Macalester College, participated in forty-three debates in ten Japanese cities. Twenty-three debates were in the Tokyo area; the remainder took us to other sections of Honshu and to Kyushu, Shikoku and Hokkaido. The most frequent schedule pattern was for two debates at each college or university with the American team debating once on each side, usually against two different teams. The format for

all debates was cross-examination. Most debates featured eight-minute constructive speeches; one set of debates used the ten-minute format. The delightful custom of brief, sometimes humorous, self introduction was followed in all demonstration debates in which we participated and in all tournament debates which we observed.

Demonstration debates were followed by "comments" from a critic (the Japanese characteristically do not use the term "critique"); such "comment" sessions lasted from ten minutes to an hour, the hour period prevailing especially when two debates were examined in a single commentary. The great deference paid both ritually and substantively to commentators and judges was noted with the same surprise remarked upon by reports of previous touring Americans. It was my pleasure to fill the commentator's role, occasionally sharing it with a local teacher and/or coach, for thirty-two demonstration debates and six tournament debates.

Most of my comments in Japan included high praise for the Japanese debaters. Debating two of the United States' best, debaters always more experienced than themselves, and doing so in a language second to them and native to the Americans, most of the Japanese teams provided excellent debates and made very favorable impressions upon opponents, critics and audiences alike. Their analysis, their delivery and their mastery of oral English ranged from good to excellent. In evidence, organization, refutation and cross-examination, most Japanese debaters appeared to have made significant progress since the reports of earlier American tours. It is within this context of generally very favorable response that the following four generalized suggestions for future improvement should be read:

(1) I believe that many, probably most, Japanese debaters can continue to improve their abilities in cross-examination, particularly as the cross-examiner. The typical Japanese debater needs to probe more deeply into both the logic and the evidence of opponents' arguments. The attitude and style of the examiner should be polite and courteous, and here the Japanese characteristically are excellent, but the argumentative thrust of the questions themselves need not be quite so bland, quite so expository, or quite so easily fielded. Evidence from authority and from statistics frequently invited a sharp, probing examination, but these were too often ignored by the examiner in favor of concentration upon expository questions. Too many questions allowing opponents to repeat their arguments, even add to them, were asked. Upon occasion, the responder gained more argumentative and persuasive ground than did the questioner. I would speculate

that this seeming reluctance to engage in sharper probing and testing may result in large part from the politeness and courtesy characteristic of the Japanese people and from the essentially non-confrontive nature of both the people and their language. Japanese debaters should retain their courteous, gracious attitude and delivery, but many will profit from becoming more aggressive in the intent and nature of their questioning. They should give their opponents less time to repeat and to elaborate their arguments and make it necessary for those opponents to spend more time defending their weakest reasoning and evidence.

(2) The winning team in close debates is frequently the team whose debaters do the better job of extending original argumentative clashes throughout the rebuttal speeches; this is an area in which many Japanese debaters (along with many debaters in the U.S.) need improvement. Many of the debaters who competed against the American team did very well in original presentation and support of their arguments and in first-line responses to opponents' arguments. They faltered, however, in subsequent speeches. Too often they merely repeated earlier arguments and evidence without specific rejoinder to opponents' latest responses. I would recommend closer listening and note-taking, more sensitivity to the need to respond to specific sub-structure of opponents' argumentation, and especially to the gathering and filing of the amount of specific evidence needed for good extension in rebuttals. I heard too many repetitions and overviews where specific extensions were needed, and frequently extensions which were attempted went unevidenced. There are, I should note, enough of the very best Japanese debaters who do extend well to serve as models for the larger number who need more work in this area.

(3) Japanese debate probably needs to give more attention to arguing value judgements. In general, debaters do not spend much time arguing the sub-propositions of value which underlie the policy propositions being debated, and often debaters expressed open disdain for such arguments. "Bodies on the flow" empirical arguments are important, but they do not remove the worth of arguing value issues or the necessity of arguing them well. Proposed land use reforms, for example, can legitimately and reasonably be attacked or defended on the basis of their relationship to a preferred philosophy of government, to persuasive notions about individual or business freedoms, or to generally accepted concepts of fairness and justice.

(4) One of the major reasons usually given for the value of Japanese debaters and audiences hearing Japanese-American debates is the desire to learn more about "Western logic." I had a general but persistent impression that more had been learned, and perhaps more interest shown, regarding competitive debate theories and strategies than about American use of logic and evidence. The arguments, evidence and language of Japanese debaters frequently revealed more sophistication about American competition theories and strategies than about specific types and tests of reasoning or specific types and tests of evidentiary forms. More attention to the essentials of logic and evidence might help actual practice to comport more closely with the established goal of understanding "Western logic." More requests for basic lectures on reasoning and evidence to be given by visiting American professors should make a significant contribution to this goal. I would also suggest that those Japanese debaters who are, understandably, showing great interest in such topics as alternative justification affirmative cases and multiple hypothetical negative counterplans would profit more from shifting their attention back to logical bases. This is especially to be recommended to less experienced debaters and to those assisting them. Newcomers should walk before running, learn the basic before the esoteric.

Let me repeat that these suggestions for improvement should be understood against a broad backdrop of great appreciation for the problems faced by Japanese debaters in the Japanese-American debates and admiration for the success, and especially the progress, which these debaters have achieved.

The Lectures

In addition to thirty two impromptu debate commentaries, it was also my privilege to present twenty-one prepared lectures on subjects requested by Japanese hosts. These were some of the most attentive and interested audiences in my several years' experience as a lecturer. Despite all my efforts toward avoiding rapid delivery and difficult composition and vocabulary, I am sure that audiences sometimes labored under some comprehension difficulties; they remained, however, polite and attentive at all times, and they asked good questions after the lectures. Although the size of the audiences ranged from a low of about fifteen to a high of over 200, the most typical audience was between 50 and 100 people. Areas discussed ranged from such specific topics as "Hypothetical Counterplans" and "Types of Inherency" to such general ones as "Refutation and Rebuttal" and "Debate in the United States." Some lecture topics were covered

only once, and some were repeated five or six times. I enjoyed sharing my ideas with such fine audiences. To attempt improvement on an already very satisfactory set of circumstances, I would make the following suggestions about lectures:

(1) It might prove helpful if our hosts could suggest a few lecture topics in advance of the American contingent leaving the United States. We could then prepare handouts and other visual aids which would assist subject clarity and audience ease. Such materials cannot easily be arranged during short visits and a hectic schedule.

(2) I know that our general hosts tried hard to give us advance notice about lecture topics at future stops, but occasionally the notice was very short or non-existent. Local hosts should continue to be pressured politely but persistently for advance planning and notice.

(3) As indicated earlier in this report, relatively few lectures are requested on logic and evidence; competitive debate techniques and strategies seem much more in demand. Types of reasoning, tests of reasoning, structures of reasoning, types of evidence, tests of evidence, and effective presentation of evidence--these are all subject areas from which lecture topics should be fashioned. They would serve the desired end of better acquainting Japanese students with "Western logic."

(4) A few of the audiences requested general topics from fields of argumentation and of speech communication, topics which they were informed were special interests of the visiting professor. Although this selection should be made only when it also conforms to audience interest, it does broaden audience horizons and capitalize on lecturer background and interest. I especially enjoyed lecturing, for example, on such topics as "Debate in American Political and Legal Institutions" and "Persuasive Language in Argument."

(5) Applicants for the American debate team are screened carefully for their background and abilities for lecturing on debate topics; they expect to lecture and enjoy doing so. During the 1983 tour, Melonie and Jim had many short, informal opportunities to talk debate, but few formal lectures. I would not diminish the primary lecture role of the visiting professor, but I would suggest a few more opportunities for the debaters; they could be very helpful.

Probably the best time for student lecturers would be near the end of a local visit, at a time when their debate "competitor" roles were already completed.

(6) The 1983 American contingent all agreed that one or two weekend debate workshops should be held at central locations during the tour. More lectures can be presented and more discussions held, better utilizing the visiting Americans and also using some of the splendid Japanese teachers and coaches.

I was very pleased and very grateful for the size and quality of the Japanese audiences I addressed. The foregoing suggestions are intended only to improve an already excellent set of conditions for teaching and learning through lectures.

Recommendations for JEFA

I have only a few recommendations for JEFA, and I have absolutely no major complaints. JEFA, through its elected officials, its informal leaders, and its gracious local hosts, does an admirable job of planning and promoting the exchange debates. Most of my suggestions for possible improvements have already been shared with C.A. Holeman and Father Scott Howell, two JEFA leaders who have earned my respect, my gratitude and my friendship. Some of these suggestions have also surfaced in my earlier comments about debates and lectures.

(1) Continued efforts at earlier notice by local hosts regarding lecture and debate arrangements are certain to be appreciated by the American visitors.

(2) More use of the debaters as lecturers, or as leaders of "table topic" sessions, should prove both profitable and pleasant.

(3) The encouragement of more lecture topics in the areas of reasoning and evidence ("Western logic") might add to the already high quality of Japanese-American debates.

(4) JEFA leaders should consider preparing and circulating a sample schedule of tour activities for the local hosts; it should probably present a one-day schedule and a two-day schedule. Such a schedule would be optional, of course, but local hosts might appreciate a guideline.

(5) JEFA might want to consider sponsoring a one or two day workshop for judges and for faculty and/or senior student coaches. I heard suggestions that judging standards were sometimes uneven to the point of causing difficulties. Perhaps the workshop would help.

(6) How do you criticize kind people for being too gracious and attentive as hosts? The Japanese hosts sometimes worked so hard at being kind to their visitors that they planned all of our time and were always present to be helpful. Such attentiveness was always appreciated, but occasionally it came at the expense of "private time," the time needed for rest, for small chores, and for quiet personal reflection. Perhaps hosts should be encouraged to schedule fewer group activities on designated "travel" days and "rest" days, and they should be assured that the Americans will not consider them careless hosts for doing so.

(7) Finally, JEFA should know the deep gratitude the American visitors feel toward Father Howell and the Sophia debaters for the invaluable help they provide, especially during the first two or three days we are in Japan. They should be heartily congratulated and encouraged, and JEFA should continue to provide time in the early schedule for such orientation and assistance. We will be forever grateful to JEFA and to Sophia.

Recommendations for SCA.

The work done by the Speech Communication Association, especially through Don Boileau and through the Committee on International Discussion and Debate, also deserves high praise. A few minor communication breakdowns occurred and travel arrangements became a bit complicated at one point, but the general level of consideration and efficiency was commendable and much appreciated. Here are a few suggestions for future planning:

(1) By all means, please continue to provide two or three days in the schedule for pre-departure work in Los Angeles. The students and the faculty member really profit from that time together, and Professor Lucy Keele is a splendid facilitator and host, one whose kindness was deeply appreciated by the team of Gardner, O'Brien and Nobles.

(2) The SCA office might prove helpful to the touring group, especially the faculty representative, by attempting to secure advance notice of some lecture topics, thus allowing better lecturer preparation of handout materials prior to departure. Some general materials on argumentation and debate theory might also be prepared by SCA covering basic subjects not necessarily to become specific lecture topics.

(3) SCA should assume responsibility for the timely provision of appropriate gifts for touring Americans to present to the Japanese. The continuing organization is in a better position to make appropriate choices than each new faculty representative is likely to be, and budget considerations can more easily be accommodated.

(4) I concur with previous recommendations that ways be found to provide a larger number of applicants for our debate tours. I do this because I think wider interest is healthy, not because of disappointment with the quality of our final selections. I have difficulty imagining a better final choice than the team of Melonie Gardner and Jim O'Brien.

Closing Comments.

The Japanese-American exchange debates of 1983 will always represent to me a personal and professional highlight of my forensic experience, and I will always be grateful to those whose planning and work made it so profitable and so pleasant. Let me thank all of the many planners, hosts and debate students in Japan through expressing specific gratitude to some of the leaders who work for and with them. Very special thanks go to C. A. Holeman and Father Scott Howell, whose contributions have already been mentioned, and to Mrs. Fuji Hoshino of Britannica of Japan, whose efforts have been significant in making the tour possible and whose kindness has been remarked upon by every team of visiting Americans.

The Japanese tours represent a valuable cultural exchange and contribute to the high and improving quality of Japanese debate. SCA and JEFA both profit from these exchanges, and both organizations should provide strong encouragement and financial support for their continuation.

JAPAN ENGLISH FORENSICS ASSOCIATION (JEFA)

Founded 1978

c/o C. A. Holeman
1-28-11 Fujimidai
Kunitachi, Tokyo 186

Itinerary for the American Debate Team Tour of Japan, 1983

Date	Event and Location
May 15, Sun	Arrive at Narita International Airport
16, Mon	Rest Day
17, Tue	Preparation at Sophia U.
18, Wed	Preparation at Sophia U.
19, Thu	Debate with Sophia U. ESS
20, Fri	Debate with Meiji U. ESS
21, Sat	To Osaka
22, Sun	Debate with Kansai Debating Society
23, Mon	To Kyoto/Rest Day
24, Tue	Debate with Kyoto U. ESS and Doshisha U. ESS
25, Wed	Debate with Kyoto Federation of College ESSs (KFC)
26, Thu	To Okayama
27, Fri	Debate with Okayama U. ESS
28, Sat	To Hiroshima. Open Meeting on Forensics at Hiroshima Bunkyo Women's College
29, Sun	Hiroshima Tour and Open Meeting on Forensics.
30, Mon	To Kitakyushu
31, Tue	Debate with Kitakyushu U. ESS
June 1, Wed	To Fukuoka. Debate with Seinan Gakuin U. ESS
2, Thu	Debate with Fukuoka U. ESS
3, Fri	To Matsuyama
4, Sat	Debate with Federation of All Shikoku Intercollegiate ESSs
5, Sun	To Kumamoto. Judge KFSS Debate Contest final match.
6, Mon	Debate with Kumamoto U. ESS
7, Tue	Kumamoto/Rest Day
8, Wed	To Tokyo
9, Thu	Debate with International Christian U. Debate Team
10, Fri	Debate with Meiji Gakuin U. ESS
11, Sat	Judge East-West Debate Contest
12, Sun	Judge East-West Debate Contest
13, Mon	To Sapporo
14, Tue	Debate with Hokkaido ESS League (HESSL)
15, Wed	Sapporo/Rest Day
* 16, Thu	To Tokyo
17, Fri	Debate with Aoyama Gakuin U. ESS
18, Sat	Debate with Kanto Junior Debate League (KJDL)
19, Sun	Attend Gathering of Winners of Major Speech Contests (GWS)
20, Mon	Debate with U. of Tokyo ESS
21, Tue	Debate with Meiji Gakuin U. ESA
22, Wed	Debate with Dokkyo U. ESS
23, Thu	To Mt Fuji area with Mr. Holeman
24, Fri	Debate with Sophia U. ESS
** 25, Sat	Debate with Hitotsubashi U. IS and Tsuda College ESS
26, Sun	Debate with National Association for Forensics and Argumentation (NAFA)
27, Mon	Tokyo/Rest Day
28, Tue	Tokyo/Free Day
29, Wed	Prepare for Departure
30, Thu	Prepare for Departure
July 1 Fri	Departure from Narita International Airport

Changes in this schedule, at the same geographical location, may be made by mutual agreement of the host groups concerned and with the concurrence of the JEFA Tour Manager.

* June 16 - PM, Informal discussion at Mitsubishi Research Institute

** June 25 - AM, Interview by Business View Magazine

REPORT ON THE 1982 EXCHANGE DEBATE TOUR OF AMERICA

Akio Naito
Sophia University

From Feb 8 to Mar 31 this year, Kazuo Matsuyama, a senior at Aoyama Gakuin University and I toured the United States as the Japanese national debate team of 1982 JEFA-SCA Exchange Debate. In total, we visited 25 campuses in 17 states all over the U.S.. This exchange debate is conducted as one of the international debate programs by CIDD (Committee on International Discussion and Debate) of SCA (Speech Communication Association) in the U.S.. These international debate programs also involve British teams, Russian teams, Irish teams and New Zealand teams. And each team is separately coordinated by CIDD.

The purpose of this report is to provide information about our debate tour and about the situation of academic debate in the U.S..

I. Exchange Debate Tour of America by Japanese Team:

1. Itinerary of the Tour:

Date	School and Place	Event
Feb 8-10	Univ of Puget Sound, Tacoma WA	Debate
10-13	Western Washington Univ, Bellingham WA	Debate/Tournament*1
13-16	Occidental College, L.A. CA	Debate/Class*2
16-17	Univ of Southern California, L.A. CA	Debate*3
17-19	California Polytechnic Univ, Pomona CA	Debate/Class
19-21	Howard Univ, Washington D.C.	Debate
21-23	California State College, Calif PA	Debate
23-24	Elizabethtown College, Delizabethtown PA	Debate
24-25	West Virginai Wesleyan Univ, Buckhannon WV	Debate
25-27	Southwest Virginia Community College, Richlands VA	Debate/Class*4
27-Mar 2	Washington and Lee Univ, Lexington VA	Debate/Class
2-4	Ferrum College, Ferrum VA	Debate/Class/TV*5
4-5	Wake Forest Univ, Winston-Salem NC	Debate *6
5-7	Southeastern Louisiana Univ, Hammond LA	Debate
7-8	Murray State Univ, Murray KY	Radio*7
10-11	Middle Tennessee State Univ Murfreesboro TN	Debate
11-14	Southern Illionois Univ, Carbondale IL	Class*8
14-16	Macalester College, St Paul MN	Debate
16-18	Cameron Univ, Lawton OK	Debate

Mar 18-21	Texas Tech Univ, Lubbock TX	Debate/Tournament*9
21-23	Emporia State Univ, Emporia KS	Debate
23-25	Utah State Univ, Logan UT	Debate
25-27	Colorado State Univ, Ft Collins CO	Debate*10/Class
27-31	San Francisco State Univ, S.F. CA	Debate
	Univ of San Francisco, S.F. CA	Debate

*1 WWU was hosting a forensic tournament which included debate and individual events, such as extemporaneous speech and oral interpretation. We had a chance to judge a junior division of Interpretative Reading.

*2 During the tour we were invited to some classes which were Argumentation, Speech or subjects concerning Japan. We were asked many questions at such times. But thanks to the knowledge we got through preparation of debate topics, we could explain Japan's environmental pollution, welfare policy or tax structure.

*3 Mr. Mitsugu Iwashita, an executive director of JEFA is currently a debate coach at USC. We stayed at his apartment.

*4 We debated with professors of SVCC.

*5 We were invited to a TV program "Public Eye" and discussed Japan-US trade with a professor of economics.

*6 We met Dr. Hazen who accompanied the American Debate Team of the same exchange debate program in 1980.

*7 Since MSU was in spring break, we didn't have an exchange debate. Instead, we had an interview by the University's radio station. After MSU, we had a nice holiday at Mr. Holeman's home in Dawson Springs.

*8 We met Mr. Carl Becker, who is another director of JEFA and now an assistant professor at SIU. We stayed at his apartment.

*9 Texas Tech Univ was hosting the DSR-TKA national tournament. We had an exhibition debate with Baylor Univ and observed the tournament.

*10 Our debate was broadcast on TV. The chairman of the round was Mr. Daniel H. Bessesen III who was an exchange debater to Japan in 1978.

As indicated above, the schedule was quite demanding. Especially, at the end of February, we debated in four different places successively which almost surpassed our physical capability. Overall, however, we thoroughly enjoyed the tour. And fortunately we didn't contract any serious sickness during the tour.

2. Our Debate:

(a) Debate in General. "Resolved: that the United States should increase its trade barriers on Japanese goods" This is the topic we debated throughout the tour. The topic was arranged particularly for

the tour by CIDD. I believe the sclection of this topic was very successful since it was quite timely and drew the audience's attention. In every place we visited, the debate was friently but exciting, involving a lot of people. Although this kind of topic concerning trade was new to me, I enjoyed researching and debating the issue which is the life-line of our economic prosperity. It might be a characteristic of "good" debaters but we were fond of affirming the resolution with our unbeaten affirmative case. When we stood on the affirmative, some people wondered if we hated it. (Of course not, since we are flexible debaters!) What we were afraid of was that a Japanese businessman who knows everything about trade and nothing about debate might get angry by listening to our wonderful affirmative case. (We put every possible nasty comment about the Japanese trade practice in our case which, if revealed, would be more than enough to close our employment opportunities in Japan.) Fortunately, however, Japanese businessmen seemed to be too busy with selling their goods to the U.S. and we couldn't meet any of them. The audience we had usually consisted of students and towns people who didn't know much about debate theories. Though our debates were not a compotition, we had a decision from time to time by audience's votes or coaches' votes. Taking advantage of diplomatic privilege, we won in most of the decisions. The followings are the debates we had during the tour.

School	Our Side	Format	Decision	Audience
1. UPS	Split*1	Cross Exam	Neg	About 30
2. WWU	Split	Cross Exam	---	40
3. WWU	Split	Cross Exam	---	80
4. OXY	---	Lincoln-Douglas*2	---	100
5. OXY	Split	British*3	Neg	100
6. USC	Aff	Cross Exam	Aff	60
7. Cal Poly	Split	Cross Exam	---	50
8. Howard	Neg	Cross Exam	Neg	150
9. Cal State College	Neg	Orthodix*4	---	50
10. Elizabethtown	Aff	Cross Exam	Aff	50
11. WVW	Aff	Cross Exam	---	50
12. SVCC	Aff	Cross Exam	---	250
13. W&L	Neg	Orthodix	---	25
14. Ferrum	Neg	Parliamentary*5	Neg	120
15. WFU	Split	Cross Exam	---	30
16. SLU	Aff	Cross Exam	---	30
17. MTSU	Aff	Cross Exam	---	120
18. Macalester	Neg	Parliamentary	Neg	70
19. Cameron	Neg	Cross Exam	Neg	60
20. Baylor*6	Neg	Cross Exam	---	50
21. Emporia	Neg	Cross Exam	---	20

22.	USU	Aff	Cross Exam	---	30
23.	CSU	Neg	Cross Exam	Aff	250
24.	USF/SFSU*7	Aff	Cross Exam	Aff	15
25.	USF	Neg	Cross Exam	Aff	60

*1 From time to time, we were divided and teamed with American students.

*2 Lincoln-Douglas debate is one vs. one debate which was done by Kazuo and I.

*3 British debate is very humorous and is more like entertainment than serious argumentation based on facts and figures. We debated under the topic "Resolved: that the Japanese should not debate."

*4 Orthodox style doesn't include cross examination period in its procedure but just constructives and rebuttals.

*5 Parliamentary debate has a session when audience can ask questions to the debaters or make his own statements for either side.

*6 At Texas Tech Univ, we debated with debaters from Baylor Univ.

*7 Two debaters from two schools made the negative team against us.

(b) Preparation with American Debaters. As mentioned above, we sometimes made up teams with Americans and debated against each other (split). This was a very unique as well as good experience for me to know about their preparation for debate. In fact I felt the big difference between college debate in America and that in Japan lies not only in the command of language but in the amount of information debaters can gather and organize. Taking advantage of a well-established library system, American debaters seem to enjoy much better access to evidence necessary for debate. Also I was impressed by their ability to organize the information. This skill of research leads them to present clear and efficient organization of speeches in the course of debate.

(c) About the Format. We enjoyed the variety of formats during the tour. Especially, active participation of the audience in parliamentary debate and British debate impressed us very much. Debating in the country where everybody can speak English, I realized debate is a process of communication with an audience. No matter what format they use, American debaters always tried to adapt to the audience with persuasive delivery and humor. Of course, Kazuo and I tried hard too, since we love communication with audiences.

II. Academic Debate in the U.S. It seemed to me that intercollegiate debate in the U.S. is now at the turning point. Right now there are two main groups of debate in the U.S. One is called NDT (National Debate Tournament) and the other is CEDA (Cross Examination Debate Association). Most of the schools that have debate teams are involved in either one or both of them. The former one deals with policy topics just like we do in Japan and the latter deals with value topics. NDT, which once was the only major group, is now criticized by some debaters and coaches for its rapid speaking and against this, CEDA is growing in popularity. Since the current controversy over the academic debate in the U.S. is quite interesting and is worth thinking about also for

the debaters in Japan, I would like to explain it with my observation of some debate rounds.

NDT

1. Delivery. The first impression one gets by observing NDT rounds would be debaters' rapid speaking. It is awfully fast. It is so fast that even a native speaker cannot comprehend what is spoken in a round. Because we have been debating for nearly three years, we could "guess" what was going on, yet we couldn't take notes sufficiently. This phenomenon began in the 1960's and is now very common in policy debate. The cause of this is very simple - they have so many things to say in a limited time. The effect of this, however, is not so simple, as explained later.

2. Argumentation. Then why do they have so many things to say? It is because in NDT, arguments become very analytic and sophisticated, rather too much. In NDT, the resolution is decided by a committee which consists of faculty members of speech communication. They debate one topic throughout a year; this topic concerns some government policy. For example, "Resolved: that the Power of Labor Unions Should be Significantly Curtailed" is the topic for their academic year 1981. Since the topic continues for a year and is a very broad one, a lot of affirmative cases appear in NDT. One debater told me that the number of cases became more than 200 at the end of a season. Naturally, there are so many squirrel cases (ones we call "surprising case" in Japan) which make it almost impossible for the negative side to cover with enough evidence. What's more, in NDT, inherency is less emphasized and is not a strong argument for the negative side. Thus sometimes it is extremely difficult for the negative to win the case side. Actually, I heard from a debate coach that the winning ratio of the affirmative vs the negative in tournaments is about 4 to 1. The popular strategy of the negative against this tendency is so called "generic DA's". They prepare catastrophis disadvantages that can be applied to many affirmative cases. They pick up some effect of the affirmative plan that is common in many cases, such as economic growth, reduction of unemployment or increase of people's income. Disadvantages stem from these effects of the plan and result in massive starvation in developing countries, unclear war and even the extinction of the human race. This kind of DA's often becomes so unrealistic that they have to explain its process by many sub-points and many cards which make their speaking faster and faster.

3. Theory. As one of the debate maniacs in Japan, I was very much interested in the theory they argue in rounds. I felt debaters argued theory more often than we do in Japan. They use many quotations from the textbooks or thesis and try to persuade the judge why their theory is superior to the opponents' one and thus the debate should be judged base on that theory. I understood this phenomenon was due to the attitude of the judges who are all experts of debate and are willing to create a new and better theory of debate.

CEDA

A lot of disadvantages or defects of NDT have been pointed out by debaters and judges. And this yielded another style of debate under the name of CEDA. The recent trend shows more and more schools are coming to join CEDA and it has created another mainstream of the debate

society. CEDA was founded with the belief that communication is an essential factor for debate. In CEDA, they debate a value proposition (I heard it didn't mean they would never debate a policy proposition in future) and they have one topic for each semester. Since they don't present any plan in value debate, arguments are focused on significance. In a usual CEDA round, the speed of delivery is not very fast even compared with that in Japan.

NDT & CEDA

Since I am not an expert of Speech Communication (my major is law), I am not qualified to criticize academic debate in the U.S. As a debater, however, I'm very interested in the current controversy over NDT and CEDA. Thus the following is rather my personal impression than analysis backed up by academic knowledge.

In my understanding, the controversy stems from the fact that there are no unanimously agreed-upon final goals for debate. Some put emphasis on analysis and argumentation and others on communication and persuasion. Almost everybody I met during the tour recognized problems in NDT which are symbolized by its rapid speaking. At the same time, however, it is not so easy to find out the solution, especially since they msut speak a lot to establish sophisticated arguments. Although CEDA was established in the context of this controversy, CEDA itself has some problems. For example, because value debate doesn't have long history as a tournament debate, judging criteria and theory are not yet established firmly. And more importantly, since many CEDA debaters and judges have experience in NDT or policy debate in high school, they tend to speak as fast as NDT debaters and thus the communication aspect is again verging on ruin. As a matter of fact, if we consider the reality that NDT's rapid delivery is a matter of consequence, it must be very difficult also for CEDA debaters to prevent it. The way to prevent it depends solely on the attitude of judges and debaters. Especially how the judges evaluate the delivery seems to be a key to the future of CEDA. As a debater, I know that I don't want to do any thing that judges don't like.

III. Closing Remarks. This tour was certainly one of the greatest experiences in my life. I hope that JEFA and SCA will continue to organize this exchange program so that more and more students can share this invaluable experience. Finally, the success of our tour could have never been realized without nice coordination by CIDD members and warm hospitality of each host school. Among them, Kazuo and I would like to express our special thanks to Dr. Lucy Keele and Mr. Don Boileau of SCA.

SUGGESTIONS TO THE SCA - JEFA EXCHANGE DEBATERS IN 1984

Kazuo Matsuyama
Aoyama Gakuin University

I. PREFACE: You should get yourself up for participating in this great international exchange debate tour.

I really enjoyed this SCA-JEFA exchange debate program to my heart's content. I have no hesitiation in saying that this program is one of the best opportunities for the Japanese debaters to significantly improve their ability in debate, thus contributing to the further development of the debate in Japan. Now you are fortunate enough to have been selected as participants in this tour. What I'd like to say on this occasion is that you should realize that this tour has the following unique characteristics:

(1) This is a give-and-take experience. This program is based on reciprocity, or the attitude of giving and taking advantages, between Speech Communication Association and Japan English Forensics Association. In other words, only learning as much as you can from American people is not enough to fulfill your mission. You should also try to benefit American people by, for example, giving much information about Japan. In so doing, both Americans and the Japanese will be mutually benefited from this tour.

(2) You are playing the role of private diplomats. You will meet incredible number of people over there. Most of them have never had chances of talking with the Japanea and thus have very little knowledge on Japan. (Generally speaking, much less information on Japan is available than the information on the US available in Japan.) It is no exaggeration to say that you can deepen the mutual understanding and friendship between the two nations by actively exchanging information and opinions with them.

(3) You should try to experience everything. You will probably have various experiences that you have never had before. Don't hesitate to try anything unless it is dangerous. I think that a challenging spirit will help you have better understanding of America, its people and its culture.

Now that you know these points, let's start preparation for the tour!

II. How to prepare for debating before you leave Japan. I suppose that you'll have only a few weeks to prepare for debate before leaving Japan. Needless to say, the most important thing is how effectively you can use the limited time. I have some specific suggestions on this matter.

(1) Discussion: Try to have a discussion as soon as possible and decide how you're going to advance the preparation. More specifically, you had better decide (a) the structure of your affirmative case, (b) outlines of your negative arguments, and (c) division of labor at your earliest convenience.

(2) Evidence: I don't think you have to collect so many pieces of evidence. As you know the question is not the quantity of evidence but the quality. I suggest that you collect fundamental figure concerning the proposition, and that you quote from American sources. If you

translate from Japanese sources, ask any staff member of JEFA to check and correct your English. They will be glad to do that for you.

(3) Arguments & Strategies: You had better establish a standard and understandable affirmative case, for most of the debate in this tour will be so-called "exhibition debate" for those who have little idea of what debating is like. They would not like to hear technical arguments and strategies. One more important thing about your affirmative case is that you don't have to spend much time on the plan-explanation, because many American debaters would not specifically examine your plan mechanism in contrast with most of the Japanese debaters. In our experience, they didn't argue on the finance, the function and the enforcement of our plan.

(4) Others: In addition, I strongly recommend you to improve your ability in listening comprehension. To understand what they speak is far more difficult than to make yourself understood in English. And if possible, it would be much better for you to have some practice debating matches before you leave Japan. If you cannot have such practices, you must practice speaking by yourself, for you won't be able to have such chances in the US.

III. Other Preparations. Besides the preparation for debating, there are some important preparations before leaving Japan:

(1) Make a list of personal staffs you will bring with you.

Clothes, etc. A coat; a suit; a pair of jeans; a few pieces of shirts; a sweater; underwear; several pairs of socks; two pairs of shoes (one pair is for formal wear and the other is for casual wear.); a pair of slippers; pajamas; a pair of gloves; and so on.

Daily Necessities. Towels; some cakes of washing soap; shampoo; a toothbrush; toothpaste; a hairbrush; a comb; sewing set; shoeshining set; a razor (if you're boys); and so on.

Other Things. A small cassette tape recorder; cassettee tapes; a camera; films; writing materials; a Hotchkiss; paste; tapes; medicines; notebooks (for dairy, debating, keeping addresses, etc.); Japanese picture postcards (for the Thank You Cards); letter papers and envelopes; name cards; I.D. card; a dictionary; books on Japan; other stuffs for debate; gifts; money and checks; and of course PASSPORT!!!

(2) Money and Travelers' Checks. Almost all the expenses in this tour are paid by the sponsors but you had better take some money with you for souvenirs, mails, and international telephoen call (especially when you have some special persons to write to or call up). If you want to make extra trip in the US, make a plan ahead and take necessary money. (As for me, I spent about 70,000 yen without making extra trip.) I suggest that you should take money in both travelers' checks and cash.

(3) Student I.D. Card. When you go to bars or when you want to use travelers' checks, you may be required to show your I.D. card. So you must get the International Student I.D. card and always take it with you. In Tokyo it is issued by 国際学生交流財団 (Tel: 463-9386) in Shibuya.

(4) Gifts. We brought some presents to the US for each debate

coach and each debater. Some extra gifts are necessary, for you'll meet many people who will take special care of you except coaches and debaters. They don't have to be so expensive. But they should be real Japanese.

(5) Physical Exercise! Lastly, but not the least, I suggest that you take exercise every day. The schedule of this tour is extremely demanding, so you are very likely to be sick. Taking exercise is a good way to build up your physical strength, isn't it?

IV. DEBATING. As I have already mentioned, you will not have competetive debates but exhibition debates mostly. Consequently, the purpose of debating in this tour is to demonstrate the general arguments on the topic and what the debate is like to the audience. In this sense, you are required to effectively communicate with the audience. One-sided communication would not be appreciated even if you speak wonderfully.

(1) Before the debate. On meeting your hosts at each university, ask them the following important questions:

(a) "Which side are we going to take, the affirmative or the negative?" In either case, you could ask them the outline of their case. (But sometimes they will not tell you the details. What's worse, we, Akio and I, were tricked a few times!?) One more thing is that you may have "split debate" with one American debater and one of you on each side. It is also very interesting to have an American debater as a partner. I really enjoyed it.

(b) "Are the opponents *NDT or **CEDA debaters?" This question seems to me very important because NDT and CEDA are significantly different. Usually NDT debaters are good at and fond of spreading arguments by speaking very rapidly. When you're going to debate against them, ask them to slow down before hand. If the opponent are CEDA debaters, probably they are very good at attracting the audience's attention by understandable and humorous speech. So you should try to make your speech as interesting as can be.

(2) During the debate. In my opinion, all you have to think about during the debate are two things. Firstly, listen very carefully to what opponent is speaking. Otherwise, you would be arguing on different planes. Secondly, try hard to make an attractive speech. To do so, you have to reduce the number of evidence you quote and speak to the audience with good eye contact. And of course, you need to be humorous sometimes.

*NDT National Debate Tournament
Policy Debate (One topic in a year)

**CEDA Cross Examination Debate Association
Value Debate (Two topics in a year)

V. RECEPTION. In most cases, you will be invited to reception right after the debate. Besides coaches and debaters, faculty members of the Speech Communication Department and the audience are also invited. Receptions are the places where you and those people can freely talk about anything. Usually they are very positive in asking you many questions about yourself, Japan, the Japanese and so on. To my surprise, some of them know about Japan very much, but generally speaking they have stereotyped views of Japan, which are not correct. For example, many of them believed that the Japanese don't have individual freedome in case

of marriage. In my opinion, you can frankly talk about anything and sometimes correct such misunderstandings. One of the things I like about American people is that they don't maind being corrected when they think they are wrong. Anyway through these receptions I could deepen friendship with them as well as exchange much information. I think they are great opportunities!!!

VI. OTHER ACTIVITIES:

(1) Sightseeing, etc. At each place, your host will show you around there to entertain you. I really enjoyed seeing around the US. I suggest that you learn some of the famous or interesting places you want to see, because they are eager to know where you want to go and what you want to do. If you say, "We would like to see this place," they will be very glad to take you there unless it is impossible in regard with the schedule.

(2) Attending classes. Sometimes you'll be taken to actual classes. What you are supposed to do is not to sit down and listen to the lecture but to answer any question that students might have. In contrast with the Japanese university students, they are so positive in classes. They will ask you many questions, ranging from very serious ones to very funny (sometimes surprising) ones. You have to be prepared to answer any of them. I recommend you to carry a book on Japan with you. We brought "NIPPON---The Land and Its People" compiled by the Nippon Steel Corporation in 1978. It is very useful as it is written in both English and Japanese. In my experience the knowledge which I had acquired through debating activity for three years was really helpful to me.

(3) Drinking. Before I left Japan, I was told that I would be taken for bars almost every day in the US. However, contrary to my great expectation (?), we had only several times of going out for drinking. Joking aside, even if you love drinking like me, go easy on the alcohol in this tour. I once took a real beating by drinking too much alcohol. I got completely hung over and could not go sightseeing while my partner Akio was enjoying it! Please keep this point in your mind.

VII. OTHERS:

(1) In case of some trouble... Call up the person who is responsible for the tour as soon as possible. In case you cannot get hold of him or her, make a telephone call to the National Office of SCA. In any case, you don't have to be upset at all. You have only to wait for the arrangement.

(2) Thank You Card. While you are waiting for the airplane or in the plane, write "Thank You Cards" to the coaches, debaters and other people you would like to extend your special thanks. To do so, you must ask and write down the addresses of the people you meet.

VIII. LASTLY... This is an unforgettable experience for me. I will cherish the memory as long as I live. At the same time, I am determined to contribute to the Japanese debate to the best of my ability. And I would like to extend my hearty thanks to Dr. Don M. Boileau, Dr. Lucy Keele, Father Scott Howell, Mr. C. A. Holeman and all the people who worked very hard to organize this program. And very leastly, I conclude by wishing you good luck!

DEBATING IN ENGLAND

Father Peter Milward, S.J.
Sophia University

At school the most effective means of education isn't always or necessarily the class. It may also be, and in my English experience it was, the debate. Here in Japan there is, alas, no tradition of debating. For debating is part and parcel of democracy; and in Japan there is no tradition of democracy. In England, however, there is such a tradition. English is, indeed, regarded as the cradle of modern democracy. But in our tradition of debating we look back to the republic of Rome and the democracy of Athens. It is for us a natural expression of our classical education. Now that this education is disappearing, I am afraid our democracy is going with it.

In memories of school the class is usually associated with an unpleasant feeling. It wasn't what we wanted but what was forced upon us, whether we liked it or not. The masters might do their best to make their classes, if not pleasant, at least interesting and instructive. But theirs was an uphill climb, theirs was a losing battle; and they knew it. On the other hand, the debate was something we looked forward to, even though it was held during school hours and we were expected to attend it. For once, instead of the master speaking to us, and us passively listening to his words or answering his questions, we had the opportunity of speaking, while he listened from what was paradoxically termed - in English parliamentary usage - "the Speaker's Chair". For he presided without speaking; or if he spoke, he kept his words to a minimum.

At these debates our speeches were by no means impromptu: they called for a lot of preparation. They were held on a certain afternoon every week (or every other week, I forget exactly which); and the subject, or "motion", was announced a week in advance. Two students were appointed by the master, as Prime Minister and Leader of the Opposition, the one to propose and the other to oppose the motion. It was their responsibility to find two other speakers for either side. When it came to the debate, there were thus altogether six speakers, three on either side, facing each other across the classroom floor, with the master presiding from his desk and the other students sitting in their desks facing the master from what was technically called "the Floor".

During the week allowed for preparation, we went to considerable pains over the preparation of our speeches, with no special coaching or coaxing from the master. His intervention might well have produced the opposite effect of resistance, or at least the feeling of something done under constraint. It was rather the feeling of a "game" in our debating that made it so effective a means of education. We ransacked our brains, and our various dictionaries, for the right words, phrases, figures of speech and quotations, to make our speeches all the more impressive. Nor did we limit our attention to defending our side of the motion; but we also considered how best to attack our opponents. Indeed, it is well said that attack is often the best form of defense.

In this connection, I may add that in English debating - at least, in the traditional manner of carrying on debates in English schools - humour is regarded as all but essential. It isn't enough to prove one's case, whether for or against the motion, by a judicious combination of clear logic and solid fact. It is also necessary to win over

the audience of one's fellow students, who act as a kind of jury in voting on the motion. And an English audience is most easily won over, not so much by logic or fact, as by wit and humour.

Yes, by wit and humour. But these two things, though in many ways similar to each other, are by no means the same. Wit is needed to put words and ideas together in an unexpected but attractive manner, so as to win over the audience to the speaker's viewpoint. It is also needed to present the viewpoint of one's opponents in an unattractive light, by showing up the insufficiency and even the folly of their reasons. Its effectiveness, however, lies in subtlety. It doesn't rely on rough or clumsy methods, such as the naming of one's opponents "filthy fools" or "blundering idiots". It rather maintains an appearance of studied politeness, referring to them as "honourable gentlemen", in much the same tone of voice as Mark Antony used in his famous speech in Julius Caesar about Brutus and the other assassins. In this way it exposes them all the more effectively as fools and idiots!

Humour, on the other hand, while it may well be used in the actual speeches, is chiefly used in the selection and wording of the motion. For we in England, especially in English schools, prefer to avoid serious subjects for debate; or if we choose them, we prefer to word them in a humorous manner. Not that we are frivolous in our approach to debating. We are serious about the debating itself, as an important exercise in mind and speech. It is, indeed, for this very reason that we are not so serious about the subject for this exercise. Psychologically speaking, a serious subject tends to restrict the mind, by focussing it too much on the real world; whereas a frivolous subject has the effect of releasing the mind and affording free scope to the creative imagination. This may sound like escapism; but it isn't. It is just as much a preparation for real life as school games. Games are pleasant forms of exercise for the body, just as debates are pleasant forms of exercise for the mind. What is important for the time being is the exercise. The application to real life may be left to the future, when the need arises.

Here I notice a great difference between debates in England and those in America and Japan. In America, and consequently in Japan, where the American method is followed, I find the subjects chosen for debate are usually serious. As often as not, they deal with particular political or economic issues far beyond the competence of the youthful speakers. After all, in the real world of politics and economics most issues are exceedingly complicated, and call for considerable expertise and experience - more than most students can be expected to have. In any case, the more specific these issues are, the more necessary it is to present one's arguments with precise reference to facts and figures; and there is nothing like a multiplicity of facts and figures to restrict one's freedom of speech and to impair one's faculty of imagination. A debate on such a subject, therefore, tends to consist not of fine, rhetorical speeches but of dull lectures given by a group of would-be political or economic experts. Instead of being an exercise of intellectual wit, it degenerates into a display of memory and factual knowledge. It is chained, like a bear, to a multitude of facts, instead of moving about freely in a world of ideas.

A vivid illustration of this contrast between the two kinds of debate came my way a few months ago, when I was staying at Georgetown University. A team of Oxford debaters came to Washington and engaged the Georgetown debaters on a serious subject chosen (needless to say)

by the latter. The Georgetown students thus had the advantage of "home ground" in both senses of the word; as the debate took place both on their own campus and on their chosen subject. Yet in the outcome it was they who clearly had the worst of the debate. Their manner was so tense and serious, with a fanatical look in their eyes, as if they saw it as an issue of life and death. They spoke in a strained, high-pitched tone of voice, and presented a rapid series of facts and arguments, as though they were trying to bludgeon their opponents into submission. The Oxford students, on the other hand, were more relaxed in their manner, more witty in their arguments, with more emphasis on the main points under consideration. They clearly had the uppoer hand all the time. They never allowed themselves to get flustered, but maintained a calm composure. If the matter had been put to the vote at the end, I'm sure they would have won. But I had to leave before the end; and I was told afterwards that the matter hadn't actually been put to the vote.

Another advantage of a frivolous subject is that the speakers needn't so identify themselves with one side, whether for or against the motion, but that they can easily speak on the other side. Thus it trains them in the rational ability to see the element of truth on both sides of a question. For the fanatic the truth shines only on his side, whereas that of his opponents is overshadowed by falsehood. But for the man of reason there is, at least in most questions, an element of truth on both sides. Then, if called upon to do so, he can readily argue now on one side, now on the other, if only to maintain the due balance of truth. Not that he need be a cynical relativist, for whom there is no absolute criterion of truth. It is rather a practical respect for truth and justice that inclines him to consider whatever may be said on either side before coming to a decision. A fanatical assertion of truth is too brittee; and so it easily breaks. It is too one-sided; and often appears as a "coincidence of opposites"; and one who understands and defends truth from this point of view, isn't so easily confounded.

From this point of view, it may be safely, if paradoxically, affirmed that a frivolous subject for debate is more truly serious than a serious subject. For a frivolous subject allows both sides to do full justice at once to the truth and to their own consciences. But in a serious subject the speakers on one side may find themselves obliged to speak against the truth, or at least against their own understanding of the truth. This is particularly the case when, as commonly happens in a debating contest, the speakers have to switch from one side to the other at a moment's notice. If the subject is a serious one, they have to do violence to their own convictions in defending what they regard as false and opposing what they regard as true. And this is most demoralizing. But if the subject is a frivolous one, no violence is done to the deeper convictions of any speaker. Rather, an opportunity is offered them of broadening their view of truth and of exercising their wit in two opposite directions. And this is both moral and educational, as an exercise in clear thinking and witty speaking.

For the force and inspiration behind all clarity in though and wit in speech is nothing but the truth; and the truth is at once simple in itself and infinitely varied in its application and expression.

BRITISH NATIONAL DEBATE TOURNAMENT

Narahiko Inoue

Student debating in the United States is quite familiar to Japanese students of debate. An increasing number of American textbooks are available here in Japan. There are exchange programs between Japanese and American debaters. We can even read a transcript of the American National Debate Tournament with extensive Japanese notes.[1] But British debating is hardly noticed in Japan currently although many American textbooks do give some accounts of it. They have a national tournament in Britain, which was started by the influence of American debating.

History

American debating originated from British debating; however Americans have since developed the activity in their own way. These two debating styles had become quite different when they met again in 1921. In June of that year, Bates College in Maine, U.S.A. sent a debating team to Oxford University. The three-man style debate was on the motion: "This house approves the American policy of non-interference in European affairs." It presented differences noted by both Americans and British people. Then Bates instructor Craig Baird who accompanied the team wrote:

> Big differences between the techniques and philosophies of the rival teams quickly appeared. These differences have diminished after fifty years but still exist. The first noticeable contrast was in the audience adaptation and appeals. The home speakers relied much more heavily than did the Americans on complete audience adjustment and response. . . .
>
> . . . They were obviously more casual, extempore, and conversational than were the Americans. From start to finish they released their personalities in their gestures and bodily

activities. They apparently relied little on memory and used no evidence cards.

> The Bates debaters tended to speak fast, with comparatively level pitch and unvaried intensity. . . . . . Britishers, as I implied above, articulated their ideas more completely with emotional appeals. Their logical organization was not very thorough or consistent. The Americans in rebuttal found difficulty in pinpointing the specific propositions to be replied to. Precise definition and limited interpretation of the issues and the supporting evidence were only loosely followed. The Bates debaters, by contrast, followed closely the textbook patterns for debate as expounded by George Peirce Baker of Harvard and by most teachers and students of forensic discourse since then.[2]

The same debate is described by a British writer:

> They came armed with a card index which would provide for them the rebuttal with the answer to any conceivable point that their opponents might raise. As the Englishmen were speaking there was a constant click-click from the other side of the House as Bates turned up the appropriate point in their card index. They were deadly serious. They expected the verdict to be awarded not on the merits of the motion but on the merits of the debaters. By contrast the Oxford speakers, of course, appeared casual, flippant and inconsequent. Each of them said what it came into his head to say without caring too much whether it tallied with what another speaker might have said before. They cracked jokes some of which were of an only marginal relevance. Factually they were far less well prepared than the American speakers and in American eyes were shockingly indifferent to their lack of preparation.[3]

The differences continue to exist in more or less the same way.[4] British students' debating is more casual and humorous.

They use much fewer quotations. The decision as to which team has won is made by audience votes on the merits of the motion(the British equivalent to proposition) and so they cultivate appeal to the audience.

The British-U.S. exchange, however, produced a somewhat different style of debating in Britain. In 1953 The Observer(a major Sunday newspaper company) sponsored a national debating tournament for students of higher education in Britain. This has been much influenced by the Anglo-American debating; the purpose was to promote a kind of debating "based on argumentation and to be judged according to categories of marks not by audience vote but by judges regarded specially qualified for the purpose . . ."[5] The tournament is in its 29th year and the same purpose is pursued.

Present Tournament

The objective of the tournament is reaffirmed in the 1981-82 Handbook of the event by Kenneth Harris.[6] He wrote in the introduction: "When, twenty-eight years ago, The Observer agreed to sponsor a national debating tournament for students at places of higher education, it was with the object of giving them an incentive to train themselves in the process of exchanging reasoned arguments by which an educated democracy should be governed." The GUIDANCE TO SPEAKERS in the Handbook shows that the tournament's emphasis is on argumentation. It begins: "A good debating speech is an argument, the object of which is to persuade people either that a state of affairs exists or that a course should be taken or rejected." It further says that persuading people requires building up a case and making a "careful selection of points which support the case," and "all need to organize their speech for audience consumption in some way." Too much "humour or drama" in the speech is discouraged, though it admits that the audience will want them. It stresses the need "to support the opinion by reference to an authority." It calls for "the ability to anticipate an opponent's argument and to undermine or refute it."

The above listed qualities are in a way common to American

academic debate, or at least to that of a few decades ago, which Japanese E.S.S. debaters are familiar with. But some differences emerge. Although the Handbook says organization is necessary, it also makes a reservation that "Some speakers consider direct signposting like 'I want to make five points . . .' clumsy." Using notes is admitted to be necessary for "not-so-experienced" debaters but reading or reciting them are strongly discouraged. Humor is still an effective part of debating. Harris remarked at another occasion, when he was commenting on a high school debate, "Debaters should also show a touch of humour--preferably irony--be punchy, and be destructive of the opponent's case without being cheap."

Now let us examine more details of the tournament based on the Handbook, instructions distributed by the British Isles Debates Committee, and the Observer articles.

1. Eligibility

Students from institutions of higher education in the British Isles(including those in Ireland and the Open University).

2. Organization

A student body called the British Isles Debating Association (BIDA) and its National Committees(or Regional Covenors in England) are responsible for the organization and administration. The tournament is sponsored by The Observer.

3. Size

In 1981, 105 teams participated, which was the largest number ever(one institution is allowed to enter the maximum of three teams).

4. Season

The last date for entry is early November. In mid-January preliminary rounds start. Regional finals are at the end of January. The International Final is held in the first half of March.

5. Motion

British debating societies to some extent model themselves on the procedures of the British Parliament so topics used there are referred to as motions. The usual wording is: "This House . . ." BIDA is responsible for selecting motions but The Observer has a right to veto them--this has never been exercised. Motions are sometimes different from round to round: the motion and which side a team is drawn to take are known to the teams well in advance. In 1960 a new rule was introduced as an experiment and "competitors did not know which side they would speak on, and in which order they would speak, until lots were drawn 30 minutes before the debate began."[8] This experiment was thought to be unsuccessful and the side and the order(there are more than two teams in one round) are now published beforehand.

Motions of British debate vary very much and they sometimes sound strange according to the standards suggested by American textbooks. Examples are:

This House would pay students a living wage.
This House believes that permissiveness has gone too far.
This House would legislate to curb the power of the Trade Unions.
This House would scrap Britain's nuclear deterrent.
This House would withdraw from the E.C.C.
This House would introduce proportional representation.

This is not a comprehensive list but some points should be noticed. First, the question to be debated is not limited to policy. Second, in policy questions the word "should" is not used but "would" is used. American debate textbooks tell us that the policy proposition includes "should" to avoid unnecessary debate whether the proposition would be adopted in the real world. In British debating among students, pupils or in other debating societies there will be no such problem of actual adoption of the policy in the real world even if the motion includes the word "would" instead of "should." For the agent of the motion is always "this house." It

means that the policy will be adopted in that "house" where the debate takes place if the proponent of the motion wins the debate. The team does not have to prove that the policy will be adopted in the real world.

6. Procedure

a. Opening

The entrance of the speakers, the chairman and the clerk, when the House(audience) shall be upstanding.

The chairman shall introduce the speakers and judges.

The chairman shall announce the order of speakers, Standing Orders, etc.

The order of speakers are as follows:

Proposition(affirmative)	Opposition
1. 1st speaker of team A	2. 1st speaker of team B
3. 2nd speaker of team A	4. 2nd speaker of team B
5. 1st speaker of team C	6. 1st speaker of team D
7. 2nd speaker of team C	8. 2nd speaker of team D

Continuing this will make it possible to have as many teams as necessary in a single round. For example, the final round consists of four teams.

The alloted time for each speaker is seven minutes.

b. Points of Order

Any member of the House may call upon the chairman to enforce the procedure if it is infringed. The House consists not only of the represented speakers but also of all members of the host Union and of any Union represented in the debate.

c. Points of Information

Speakers on the Order Paper, not all the members of the House, may interrupt the speaker and ask questions or give information, if the speaker is prepared to give way.

The chairman may disallow Points of Order and Points of Information as he or she sees fit.

d. Floor debate

After all the speeches are over the judges retire and discuss their decision. During the time the debate will be opened to

members of the House. On one ocasion two ex-Cabinet ministers were invited to speak. In 1960 at the final, Mr Harold Wilson supported the motion and Mr Enoch Powell opposed it.[9] After the debate the vote takes place--it does not affect the judges' decision.

7. Judging

a. Judges

In Britain there are no professional debate coaches, though there are some public speaking instructors. There are no department of speech in universities. Hence the judges are selected from those experienced in public speaking and debating in the real world, such as MP's, journalists, lawyers, etc. The judging panel of the final debate of the 28th Tournament in 1982 was made up of Professor A.M. Duncan, clerk of the Glasgow University Senate, Mr James Gordon, managing director of Radio Clyde, Mr Charles Wilson, editor of the 'Sunday Standard,' and Mr Kenneth Harris of 'The Observer.'

b. Criteria

The criteria discussed in the Handbook are consistent with the objective of the tournament. The first of these says that "the Tournament is a debating competition, not a public speaking contest." Some of the qualities to be considered are "refutation," "analysis," "evidence," "delivery." Score-sheets are also used to give marks to each speaker. Reading notes or reciting a speech is heavily penalized, which is different from an American style. This is from the practice in the British Parliament. One of the judges at the final of Schools Debating Tournament(at the secondary school level) in 1980 commented, "You can't do it[reading a speech from a text] in the House of Commons. If you tried, there'd be shouts of 'He's reading it'."[10]

Schools Debating

Along with the tournament for university level students, there are two other competitions in debating sponsored by The Observer. One is a "Mooting Competition" in which law students

argue a hypothetical case before a judge. The other is the "Schools Debating Association's Annual Tournament for The Observer Mace," which is for secondary school pupils, beginning in the early '50s as the Public Schools Debating Association's Tournament.

The format used for this competition is slightly different from that of the university level tournament. One debate is contested by two two-person teams, each of which has 15 minutes for their two main speeches. The first speaker may use not more than nine minutes. During the main speeches only Points of Order(not Points of Information) are allowed. After the four main speeches the debate is open to the floor when members of the audience are allowed to speak. After the period one of the two speakers of each team gives a three-minute summary speech. Then the second debate follows. After the second debate the judges retire to discuss the decision.[11]

Final Remark

The style of these debating tournaments seems strongly influenced by Kenneth Harris, who travelled the United States in 1947 as a member of the Oxford debating team and who recognized the value of the American way of debating. He only shows his surprise at American debating in his book written just after the tour, and does not show any evaluation in it.[12] But his positive evaluation is clear from his 1972 speech at the CIDD luncheon and from the fact that he has been in charge of the tournament in The Observer.

The style is a mixture of British and American ways of debating. In British debating societies like the Oxford Union, the audience is persuaded to vote for or against the motion, and the debate is an evening entertainment as well as a training for future leaders of the society. American academic debate was not as sophisticated as that of today when Harris visited the United States. In The Observer tournament the debater's skill is rated by the judges, but the skill includes audience attraction, such as humor and irony which inflicts much injury upon the opponent.

The tournament sometimes provides a chance for the audience to speak, too.

Popularity of The Observer style of debating in Britain is not ascertainable, yet the fact that BBC radio broadcasts the highlights of the final debate every year evidences the degree of popularity to some extent. Most British people I met at Oxford University, including those tutors at the University, were not familiar with the tournament, except for one whose cousin has participated in the competition. It appears that the Oxford Union does not have much interest in the tournament; it has never won the tournament, despite the fact that it has been producing notable real-world debaters.[13] The Union probably did not take part in the tournament in 1979-80.[14] Cambridge, on the other hand, usually enters and does well. However, universities and colleges other than London or Oxbridge seem to be the most active. Among the past winners in twenty-eight years, Glasgow University have won nine times and University College in Dublin have won four times.

Other newspapers may also sponsor similar competitions.[15] But so far as I have discovered the only other tournament is one organized by the English Speaking Union Scotland for secondary schools.[16]

Since debating in Japan is limited to American academic debate, I hope, through this essay, that encouragement will be given to make interest in debating diversified.

Finally I wish to thank those who helped me in preparing this essay; Kinrankai Gakuen for sending me to Oxford in the summer of 1981 and 1982; Mr Harris of The Observer, Mrs Rymer, his secretary, and Mrs Theobald and Mr Griffiths of the ESU, for giving me valuable information about British debate; Professor Ratzlaff of Kinran Junior College for reading through the essay to give valuable comments; Father Scott Howell of JEFA for giving me an incentive to write about British debating.

Notes

1. Michihiro Matsumoto, ed., Korega Debate Da(Tokyo: Aruku, 1981), an extra issue of The English Journal has the transcript of the NDT final 1981.

2. Robert N. Hall and Jack L. Rhodes, ed., Fifty Years of International Debate 1922-1972 (N. Y.: Speech Communication Association, 1972), pp. 24-25.

3. Christopher Hollis, The Oxford Union (London: Evans, 1965), p.166

4. A more recent source is the report on the British tour by SCA-CIDD presented in the session 24.08 "Academic Debate: An International Perspective" at the 65th Annual Meeting of the Speech Communication Association. The two seemingly relevant presentations at the 68th Meeting are not available at the time of this writing.

5. Kenneth Harris's speech at the CIDD luncheon in Chicago on December 28, 1972, quoted from a recorded tape available from SCA.

6. The Observer Mace Debating Tournament: Handbook 1981-82 (available from British Isles Debates Committee or from The Observer), n.pag.

7. Kenneth Harris, "Debate final 'outstanding', The Observer, May 11, 1980.

8 "The Debating Mace Goes to Wales," The Observer, May 22, 1960, p. 11.

9. loc. cit.

10. Michael Havers, quoted in The Observer, May 11, 1980.

11. A three-page photocopied manual distributed by the Schools Debating Association, 1982.

12. Kenneth Harris, Travelling Tongues: Debating Across America (London: John Murray, 1949), pp. 12-19.

13. The first tournament was won by Ruskin College in Oxford but it is not one of the colleges of Oxford University.

14. "Big entry by debater," The Observer, November 4, 1979.

15. ". . . national newspapers organize annual competitions to encourage university debating societies . . ." Phyllis Bentley, Public Speaking (London: Collins, 1964), p. 118.

16. "The debates were first held in 1954, and attract a steady entry of around 100 schools." Open Mind (London: the English Speaking Union of the Commonwealth), July 1982, p. 6.

THEORY AND NOTES ON GOAL-CRITERIA CASES

Dr. Carl Becker
Fulbright Professor
Osaka University

The "Goal-Criteria" Case structure is a modification of the traditional comparative advantage case. It does not claim an urgent need for a particular sort of change, but rather argues that the goals of our society are not fulfilled by the present system, and that the affirmative plan will better fulfill them, according to a given get of criteria.

We should expect an organization to look something like this:

AFFIRMATIVE
1) Define/describe Goal
2) Define criteria for measuring whether a system achieves Goal
3) Affirmative Plan to achieve Goal
4) Show Plan meets criteria and better achieves Goal
5) Other new advantages

NEGATIVE
1) Reject Goal/propose alternates
2) Reject criteria/propose alternates
3) Argue "Even IF Goal & criteria were accepted, present system can fulfill"
4) Plan attacks (failure, unworkability, etc.)
5) Advantages don't occur.
6) Disadvantages occur, outweight advantages.

The Goal-Criteria case format is sometimes used by affirmatives for its "surprise" value, and surely some affirmatives may win by default if their opponents are caught off guard. But, as in any affirmative case, the affirmative has the responsibility of (1) presenting a prima facie case and proving what it asserts; (2) demonstrating significance of plan over present system; (3) demonstrating that disadvantages don't occur, or at least are outweighed by advantages of plan. The presumption still rests with the negative, which wins the debate if the affirmative fails in any of its three responsibilities outlined above.

NOTES FOR AFFIRMATIVES:

1) Choose a goal which is sufficiently broad that it will be generally acceptable, but specific enough that it is really measurable by your criteria. Otherwise, the negative may argue that your criteria aren't really the way we measure the goal called "xxxxxxx" (whatever you labeled it).

2) Choose criteria which parallel the resolution, if possible, to reduce attacks on topicality, and remember to keep them as significant as possible. If you only have one or two criteria, this is not really a Goal-criteria case! You should think about finding more criteria or re-forming a comparative advantage case.

NOTES FOR NEGATIVES

1) Attack as many places as you reasonably can. Don't assume that goals are "universally acceptable." If the affirmative goal is "public health," for example, you don't have to show that "public health is bad," but you can at least show that there are respects in which (a) the affirmative goal is ambiguous; (b) it conflicts with more important goals (name them and show why); (c) the affirmative has merely asserted

its goal without adequate proof or defense.

2) Similarly, against criteria you may argue (a), (b), and (c), as above. You may also argue that (d) the affirmative has ignored important criteria (name them) usually considered necessary in measuring goal X; (e) some of the affirmative criteria are considered inappropriate or unnecessary by authorities in the field; or (f) affirmative criteria are less clear and measurable than needed (like (a)).

3) Argue that no change is really needed in the present system, or perhaps that all that is needed is enforcement or enactment of the mechanisms in the status quo, as opposed to a radical and significant departure from it.

4) Arguments of plan attacks, advantage failures and disadvantage demerits (4,5,6 above) follow the same line as in any comparative advantage case.

5) It is legal to accept the affirmative's goal and criteria and propose a counterplan--as long as the counterplan also clearly avoids adopting the resolution! This strategy requires muck skill--see other references on building counterplans.

The Goal-criteria case, which became popular in America about ten years ago, are still being used, but their surprise value is over. It is important that judges too be alerted to the structure and responsibilities of goal-criteria cases/teams.

REPORT OF JEFA DEBATE QUESTIONNAIRE
Problems of Regional Differences
July 29, 1982

Miyori Nakazawa
Graduate of Sophia
University

As debate activities get a nation-wide popularity among university students in Japan, the problems of regional differences gradually become conspicuous. In fact, these days JEFA receives an increasing number of claims from students in local areas as to how disadvantageous they are in various aspects of debate activities compared with students in urban areas. Even so far JEFA has been making efforts to mitigate the problems by distributing basic English materials, dispatching lectures and judges, giving specific instructions as to tournament managements and so on. Though some of those efforts were praised as being very successful, to the complete solution of the problem, there still remains a long way to go. Therefore, as another endeavor, in this June JEFA carried out a small scale survey in the form of questionnaire with the purpose of grasping the present situations and difficulties of local students. This report will provide you with a summary of the result of this survey.

The questionnaire consisted of two parts. The first part was a series of questions as to research and the second part was a question as to general problems which local students have. Therefore in this report, I will firstly summarize the results of the first part of the questionnaire, secondly summarize the results of the second part of questionnaire, then lastly make some of my suggestions for the future actions to be taken.

Although the number of informants of the survey is too small to draw any decisive conclusion, I hope this report will serve you as one of the good bases for the further consideration on the point; what should be done to facilitate debate activities of local students.

Problems of Research

1) Contents of Questionnaire Part I

We distributed a questionnaire to 23 individuals who belong to English Speaking Societies in local areas such as Tohoku, Hokuriku, Chugoku, Shikoku and Kyushu. The selection of individual informants was carefully done by Mr. C. A. Holeman and Fr. Scott Howell. Eventually we received responses from twelve informants of eleven universities (two informants from Matsuyama University of Commerce).

The following is the English version of the questionnaire Part I.

JEFA QUESTIONNAIRE ON DEBATE

The results of this questionnaire will be the basic materials for us to design our future assistance and services for you. We expect your candid response!

Name of your university

_____

I RESEARCH

Please let us know to what extent the following evidence sources are available in your university library or libraries near by.

1. Government White Paper

a. Almost all kinds of the latest White Papers are available.

b. Some of the latest White Papers are not available. Give us the examples, which kinds of White Papers are not available? _____

c. The latest White Papers are hardly available.

2. Back Number of English Newspaper for the past few years.

a. Japan Times b. Asahi Evening News c. Mainichi Daily News
d. Daily Yomiuri e. Others _____

3. Back Number of Japanese Newspaper (or Shukusatsu-ban) for the past few years.

a. Asahi Newspaper b. Nihon Keizai Newspaper c. Mainichi Newspaper d. Yomiuri Newspaper e. Others _____

4. Magazines

a. Almost all kinds of the magazines which you need are available.

b. Some of the magazines which you need are not available. Which magazines? Give us some examples. _____

c. The magazines which you need are hardly available.

5. Books

a. Almost all kinds of the books which you need are available.

b. Some of the books which you need are not available. Which books? Give us some examples. _____

c. The books which you need are hardly available.

2) Results of Questionnaire Part I

The intention of those series of questions is to make clear to what extent local students are disadvantageous in terms of the access to the crucial evidence sources. Table I shows an overall results of this part.

(Table I)

	(1) White Paper			(2) English Newspaper					(3) Japanese Newspaper					(4) Magazines			(5) Books		
	a	b	c	JT	AEN	MDN	DY	Others	Asahi	NIKKEI	MAINICHI	YOMIURI	Others	a	b	c	a	b	c
Tohoku Gakuin	X								X	X	X	X			X		X		
Kanazawa U.	X				X				X	X				X			X		
Hiroshima U.	X				X	X			X	X	X	X		X				X	
Okayama U.		X		X	X	X	X		X	X	X	X			X			X	
Yamaguchi U.	X			X		X			X	X					X			X	
Matsuyama U (1)		X		X		X			X	X	X	X			X			X	
(2)	X			X		X			X	X	X	X		X				X	
Ooita U.	X				X	X			X	X	X			X			X		
Seinan Gakuin	X			X		X			X	X	X	X	X		X		X		
Kumamoto U.	X			X		X			X						X			X	
Kumamoto W.U.	X				X				X						X			X	
Kagoshima U.		X			X				X						X			X	

As for item 1, 4, and 5, we asked those who answered that some of evidence sources are not available to write down examples. Although the examples which our informants picked up vary from specific ones to vague ones, Table II is the list of what they are lacking or at least what they think they are lacking.

1. Government White Paper

Okayama Univ - The English version of White Papers
Matsuyama Univ of Commerce - It takes time for the latest White Papers to come to the library after their publication
Kagoshima Univ - Ten of Major White Papers are available but other minor ones are not.

(Table II - 2)

4. Magazines

Tohoku Gakuin Univ - Time, Newsweek, esp. Back Numbers of those Magazines
Okayama Univ - Japan Quarterly, Business Week Maltilateral Negotiation Study
Yamaguchi Univ - Magazines published by Government
Matsuyama Univ of Commerce - Magazines published in Kanto areas
Seinan Gakuin Univ - Specialized or Technical Magazines
Kumamoto Univ - Magazines published by Government
Kumamoto Women's Univ - Jurist
Kagoshima Univ - American Economic Magazines

5. Books

Hiroshima Univ - Books published within the past year

Yamaguchi Univ - Recently published books
Matsuyama Univ of Commerce - Books published by political parties
Books published within the past year
Kumamoto Univ - Books published by the Japanese or American Government esp. their English versions
Kumamoto Women's Univ - Recently published books
Kagoshima Univ - Research papers published by Governments of Japan and other countries
Okayama Univ - No answer

3) Observations as to Questionnaire Part I

The present situations and problems of local students in terms of research can be summarized as follows:

1. White Paper: There is not any big problem in this area. Even taking account of the claims listed in Table II-1, local students are given access at least to the Japanese version of major White Papers.

2. English and Japanese Newspapers: Local students are generally lacking in variety of available newspapers. Especially, as for Tohoku Gakuin University English newspaper is available. As for Kumamoto Women's University and Kagoshima University, only one English and one Japanese newspaper are available (cf. in urban areas, students can have easy access to most of the newspapers listed in this questionnaire). However, since even local students can take one or two newspapers by themselves, this point can not be such a serious disadvantage, either.

5. Magazines and Books: As symbolized by a long list of claims and examples in Table II-2, the handicaps of local students are maximized in these two areas. Specifically, they are not given good access to the following four categories of evidence sources:

a. English Magazines
b. Specialized or Technical Magazines
c. Magazines and Books published by Government
d. Recently published Books

General Problems

1) Contents of Questionnaire Part II

Besides the problems of research, there must be some other significant problems which local students have to overcome in order to play a game on equal terms with urban students.

The intention of the question in this part is to give local students a chance to describe various specific difficulties they have in their debate activities and what they want JEFA to do in order to overcome them.

The following is the English version of the question.

What kind of problems do you have in your debate activities?
What kind of concrete measures do you expect JEFA to take for you?
Please write your candid opinions on these points!

2) Results of Questionnaire Part II

Table III is the summary of what our informants wrote to us.

(Table III)

Tohoku Gakuin University

-In Tohoku area debate activities are not active yet because of lack of knowledge and experience of debate
-We want JEFA to give us lectures on debate
-We want JEFA to send basic materials for evidence making

Kanazawa University

-Teach us strategies and techniques of debate rather than theories of debate

Hiroshima University

-Because of geographical disadvantage, we are lacking in skills to make good Affirmative cases
-We need materials to learn how to construct Affirmative and Negative cases

Okayama University

-We are lacking in coaching staffs
-In order to improve the quality of judges, we want JEFA to establish strict systems and regulations for the selection of judges

Yamaguchi University

-We need the latest information about the proposition
-We need more knowledge of debate theories
-Lack of practice matches is a serious problem for us

Matsuyama University of Commerce

-We have to bear heavy financial burden to buy expensive books for the evidence collection
-Time limitation of debate activities by our university is another big problems for us
-We want JEFA to send us tapes or scripts of matches in debating tournaments in Tokyo area
-Teach us how to make an effective practice and study of debate

Ooita University

-Teach us how to make an effective practice
-Teach us strategies and techniques of debate
-What is the difference between Comparative Advantage case and Goals Criteria case?

Seinan Gakuin University

-We are lacking in the information as to the popular cases in Kanto or Kansai areas

Kumamoto Women's University

-We have a big trouble in collecting the latest information
-Lack of practice matches and coaching staffs are two other problems for us
-We want JEFA to send us a list of the latest information

Kagoshima University

-We want JEFA to let us know the propositions in major tournaments and how to contact the committees of those tournaments as soon as possible
-Teach us some typical cases of Affirmative and Negative
-We want JEFA to send us tapes or written scripts of the latest major matches in central areas

Kumamoto University - No answer

3) Observations as to Questionnaire Part II

General problems and requests for JEFA described by local students can be categorized into the following four major points:

1. The latest information as to proposition, Affirmative and Negative cases. Local students seem to consider one of big reasons why they can not well compete with urban students is that they can not get the latest information as to proposition and Affirmative and Negative cases in advance of tournaments (unlike urban students, because of geographical reasons, they can hardly have home-to-home matches or practice matches with other university students). Therefore, by requesting JEFA to send them tapes or written scripts of latest matches in urban areas they intend to overcome this handicap.

2. Coaching Staffs: Lacks in coaching staffs are another serious problem for local students. As for this coaching staff problem, although I did not include in the list above, our informant from Okayama University wrote a very unique suggestion. He argues that the reason why debate activities in Kansai area are somehow less active than those in Kanto area is that in Kansai they do not have any big authoritative figure such as Fr. Howell or Mr. Holeman. Therefore he suggests that one of those influential instructors move to Kansai area and exclusively give coaching to Kansai debaters (how do you like his idea, Mr. Holeman or Fr. Howell?!).

3. Instructions as to effective practice: How to organize and manage daily activities, how to select representatives for tournaments, how to make a division of labor in terms of research etc. Those are the points about which local students want JEFA to give instructions.

4. Instructions as to practical strategies and techniques of dabate. Thanks to the diffusion of good textbooks, recently even local students can be familiar with basic theories of debate. However, when it comes to practical strategies and techniques of debate, none of the textbook give them concrete directions. How to make well organized speeches, how

to make an effective series of questions, how to get good impressions of judges etc. These are also the points which local students want JEFA to give instructions about.

Suggestions

By concluding this report, based upon the results above mentioned, I will list up some possible plans to be considered in the near future.

1. JEFA Information Service

   a. Distribution of a list of evidence sources

      (1) English Magazines
      (2) Specialized or Technical Magazines
      (3) Magazines or books published by Government
      (4) Recently published Books

If date, title and author can be known, students may be able to get those materials by ordering them at libraries or bookstores.

   b. Establishment of JEFA tape library: Tapes of model debates and final or semi-final matches of major tournaments should be preserved.

2. JEFA Debate Seminar: Intensive debate coachings by experienced instructors should be given.

3. JEFA Debate Practice Handbooks: How to make an effective preparation or how to make successful debate etc. Basic instructions on those practical aspects of debate activities should be given.

As seen in this report, it is true that local students are handicapped in debate activities, therefore we have to assist them as much as possible. However, what we should keep in mind at this stage is that to encourage them and to spoil them are two completely different things. As an old saying tells us, "Too much is as bad as too little." Take evidence collection problem for example. They might be very happy for the moment, if we give them copies of complete sets of strong arguments and evidence made by urban students. However, it seems to me that this type of assistance can not produce any encouraging effect but rather spoil their positive attitude to make arguments and evidence by themselves and to develop their original ideas. Therefore, what we have to consider and discuss from now, is what we can do to let local students make the best use of their debate activities as an educational experience.

Appropriate Introduction of American Style Debate in Japan

Hiroaki Kitano
Senior, International
Christian University

It was on December 12 last year at the Freshmen Friendship Debate Tournament that I was impressed to see that many freshman debaters were trying to debate in an American way to some extent. Such a movement was started maybe from sometime in 1981. However, after Mr. Tomabechi's debate at the T.I.D.L. Extra Debate Tournament, American style debate is gaining in popularity day by day. In the Tokyo area those who debate in the American style are called "byoki" debaters. American style debate can be characterized by its highly sophisticated arguments and its structured presentation of arguments. It seems to me that it is desirable to learn some good phases of the American style. However, if such a highly advanced style is introduced without sufficient care, it may produce massive disadvantages. Because unmanaged proliferation is dangerous, as one of the "byoki" debaters I feel much responsibility to realize "controlled proliferation." This is the purpose of this article.

What should we learn from American style debate? First of all, structured presentation of arguments should be introduced; in other words, organanized attack with numbering. For example, when the negative team attacks the case side they tend to neglect subpoints of the affirmative. This makes the negative attack vague and makes the entire debate confused. This is one example of commonly recognized weakness of the present debate style in Japan. If you point out a specific subpoint of the affirmative which you are attacking, judges can take the flow easily. Moreover, in the rebuttal the negative team can point out subpoints which the affirmative has dropped. Let me give you one example of a 2NR speech in the American style:

2nd Negative Rebuttal: "With regard to Advantage 1, job opportunity, Subpoint A was dropped. We gave you five reasons to deny the significance of creating job opportunity. Pull through all those five refutations to 2NR. Joblessness is not bad. On the B barrier, in 1NC I argued: number 1, the number of jobless workers is decreasing, and we get no refutation. Number 2, Work Sharing was enforced, and 1AR dropped this. Please pull my 1NC card; it says we did it before and we can do it even tomorrow. This card is fantastic; it clearly says there is no barrier. We can do it! Vote for the negative. Go down to PMA 1, circumvention; dropped! This is an absolute voting issue.. ....."
If you carry out your 2NR in this way it will be a decisive speech in the round. For further details, please read articles and transcripts of NDT.

Second, well established plan side attacks are good. In Japan, plan side attacks are not well organized and DAs usually have no proof. When you present PMA arguments, please number those, like PMA 1, PMA 2, etc. Especially, presentation of big PMA and DA arguments need to be structuralized in your attack. Essentially, the method of plan side attacks is the same as attacks on PMA or DA. First, you state what the affirmative plan does. Second, you explain and prove the effect of specific affirmative action. Third, you present the result of the former effects. Finally, you give impacts of your result and/or argument. Sometimes I hear Japanese debaters trying to do this; however, they usually give us Subpoint A but I rarely hear mention of Subpoints B, C, etc. And what's worse, "impact" for me seems to have no impact! Here I would like to show you an outline of PMA and DA structures

PMA 1, Cooptation

A. Affirmative gives administrative power to the Board.
B. Motive and Power.
   1. Farmers will against abolishment of import quota.
   2. Farmers can influence gov't. officials.
C. Channels and Means.
   1. Increase of tariff.
   2. Administrative guidance.
D. Check Fails. No check system in the Affirmative plan.
E. Impact. Absolute voting issue. No increase of imports.

PMA 2, Financial collapse

A. Affirmative intorduces ASEBEX.
B. Can't compensate in case of maximum reduction of export earnings (Just like STABEX).
C. Result. Economic damage to LDCs.
D. Impact. No significant benefit comes from affirmative plan. Plan is inferior. Vote negative.

DA 1, Computer Crime

A. Affirmative liberalizes data communication network.
B. Crime will increase.
   1. Criminals will get access.
   2. They have technique.
   3. They will commit crime.
C. Result.
   1. Loss of personal property
   2. Damage to data bank, etc.
D. Impact. Absolute voting issue. Affirmative invites social collapse.

DA 2, GNP Growth, (Growth DA)

A. Affirmative enhances economic growth of LDCs.
B. GNP growth effects.
   1. Population growth.
   2. Energy use.
   3. Military expansion.
C. Result.
   1. Massive food shortage in future.
   2. Pollution-CO2 increase-Greenhouse effect.
   3. Nuclear proliferation in LDCs. Risk of accident and unauthorized use.
D. Impact.
   1. More starvation. More deaths in future.
   2. Greenhouse-- melting of ice caps.
   3. Full-scale thermal nuclear war.

The most important thing in presenting DA is to read as many of your cards as you can and prove each process of DAs.

Third, organized on theoretical grounds.

Any argument has its theoretical background. Besides whether knowledge on debate theory directly contributes to the quality of debate itself, a study on theory itself has certain merit. For example, topicality should be argued with theoretical justification of standard which the negative uses. A counterplan negative should be able to defend their legitimacy of the counterplan. Sometimes debaters may be forced to defend theory in a real debate round, thus the background should be studied before you use new strategy. However, do not concentrate only on theory arguments in a round. Policy is an issue; theory is to support your arguments over policies which appear in the round. An important factor which we should learn from American debate is concepts of debate paradigm. In Japan, concepts of parigm are not clear, but this is one of the most important theories. A decision in a round may differ depending on which paradigm the judge uses. Examples of paradigm are: hypothesis-testing, policy option, stock issues, judicial, tabura rasa, etc.

Overview 1, Affirmative interpretation is unreasonable.

A. Standard.
   1. Contextual definitions are the best.
   2. All terms should be defined.
   3. Expert opinions are important, etc.

B. Affirmative violates.
   Explain how affirmative violates negative standard.

C. Impact. Voting issue. Explain why violation of topicality can be a reason to vote for negative.

In topicality attacks, it is important to organize following three phases: First, you should present the standard which represents the negative philosophy on how the resolution should be defined. Second, you should explain how the affirmative violates the negative standard and conclude that the affirmative is non-topical. Finally, the impact should be discussed. Again, you have to study a lot of debate theory.

Fourth, strategic interests is another important aspect of the American way of debating. Personally, I want to hear more counterplans, growth DAs, counter warrants, and counter-counterplans. In this section I shall concentrate on counterplans. There are a lot of styles of counterplans: study CP, off-set CP, state CP (in Japan this shall be called prefectural CP), internal CP, etc. If you present a counterplan, first you must make sure whether or not the negative should argue counterplan conditionally. Next you must reconsider whether your counterplan can satisfy the three requirements of a counterplan: nontopical, competitive, superior. It is possible for the negative to present topical counterplan, operational definition counterplan, however, then the negative must be absolutely sure of its competitiveness against the affirmative plan, and the negative should justify the legitimacy of its topical counterplan. Must the negative admit need for a change? My opinion is that if the negative justify presentation of a conditional counterplan, then they do not need to admit need for a change. However, some debate theorists still argue that the negative should admit need for a change. Therefore, I urge you to study legitimacy of conditional counterplans. For further details of counterplans, please read Mr. Tomobechi's article in the 1983 TIDL Report. One commonly held misunderstanding on counterplan theory is that a counterplan negative plays a completely different role than an ordinary negative. This is not true. In policy-option paradigm, a judge will select the best policy in the round and vote affirmative if it is resolutional. A counterplan does not affect such decision process of the judge. Burden of proof in a counterplan is not a big problem. When the affirmative case establishes a pria facie burden the negative burden is as follows: Stock issue paradigm: disprove and win key issues; Policy option: supports a non-resolutional policy against the affirmative; Hypothesis-testing: argue counter-hypothesis, and deny the affirmative case. In any debate paradigm a counterplan does not substantially increase the burden of the negative. Rather, Japanese negatives today depend too much on presumption and forget their burden of rejoinder. Presumption does not always lay with the status quo. In policy-option, it is very weak and on least-risk policy. In hypothesis-testing, it is always against the resolution regardless of the negative position. Overall, presentation of a counterplan does not change the negative burden substantially. Rather, positive construction of negative policy makes the debate

clear, if a counterplan is appropriate and well established. In case of any new theory, debaters must study the detailed background of your theory, otherwise newly introduced theory may collapse against the basic questions of your opponents.

Finally, I'd like to point out some things we should not do.
No. 1. Do not copy only surface American style of debate. Please study detailed theory backgrounds.
No. 2. Do not introduce new theory which you can't handle. This is important because if you use new theory in the wrong way, many other debaters may use it the wrong way and this would result in damage to American style debate in Japan.
No. 3. Do not speak unreasonably fast. If you cannot speak English well, if you cannot catch up with your own speed, if your opponent is obviously weaker than your team, then do not speak fast. Rapid speaking is not an essence of American style.
Overall, American style debate is something we should learn from. I believe controlled proliferation will contribute to up-grading the quality of debate in Japan.

For further details, contact me at any time.

Hiroaki Kitano
1-6-6 Kuruwa-machi
Kawagoe-shi, Saitama-ken
Tel: 0492-22-0843

54

The "Imperial Tombs" Case of the Sophia University ESS Debate Team

During the Spring 1983 debate season, teams debated under the proposition "Resolved: that the National Government should significantly change its policies on utilization of land." One of the more imaginative cases presented was the "Imperial Tombs" cae. It was orignally conceived and developed by Takeshi Sawada, a sophomore member of Sophia Univ. ESS, who used it during internal elimination rounds. Later it was further developed and successfully presented by Toshio Konishi, Chief of Debate, and his partner, Yasuko Yagi, in the TIDL (Tokyo Intercollegiate Debate League) and East-West debate tournaments. The first constructive speech and some of the supporting evidence are presented here:

Arnold J. Toynbee says in "A Study of History", 1951, that: Having explored the extention of our society in space, we have next to examine its extention in time. The history will only become visible in true perspective after exploring the origins of our society. And this spectacle is necessarily reserved for future generations."

Since we believe in the ultimate goodness of seeking the truth in any age of any society, we support the following example of the resolution to be adopted immediately through all necessary legislative means.

Plank 1. Legislation: The Diet will amend the Imperial Household Act, Article 27. The intent of this amendment is, (1) to open the boundaries of ancient imperial tombs to the access of academic studies and, (2) to designate the boundaries as national cultural assets.

Plank 2. Administration: A committee will be established in the Agency for Cultural Affairs.

a. Function: The Committee is to conduct necessary planning for excavation and preservation of ancient imperial tombs.

b. Members: The members are from the Agency for Cultural Affairs, Japan Society of Archeological Studies and the National Land Agency.

c. Power: The Committee can exercise the Land Expropriation Act with legitimate compensation in case rezoning of boundaries of ancient imperial tombs is deemed appropriate.

Plank 3. Enforcement: The judicial finding of violations of the plan will result in fines, imprisonment and removal from office.

Plank 4. Funding. The costs for the activities of the Committee will be financed by universities and the General Account. An increase in the payments from the Government monopolies is also available.

The rationale for the resolution will be developed in the following three contentions:

1. The boundaries of ancient imperial tombs should be uncovered.

a. The origins of Japan are still unknown. Yasushi Toriumi, Assistant Professor , University of Tokyo, says in 1982, It is the obligation for the modern nation to know the precise history of the nation. The three important elements to be known are: (1) Roots of the nation, (2) Transition of regimes, (3) Transition of cultures." However, all of them are unknown. For example, Koichi Mori, Professor at Doshisha University explains the unknown regime in the "Century of the Great Ancient Tombs", 1981, "There is no scientific proof that the emperors' family line had not been broken. Since there are a lot of great ancient tombs of almost the same size in different areas, the emperors' families might have changed a lot among big tribes in the 4th and 5th centureis." Takuya Iwasaki, Professor at Tsukuba University and Chairman of the Ancient Imperial Tomb Committee in the

Japan Society of Archeological Studies refers to the unknown culture in 1983,"The cultural remainings which were left in the open air have already been decayed because ancient cities and villages were made of mud." Kazuo Kasahara, former professor at the University of Tokyo summarizes this subpoint in "The Study of Japanese History", 1982, "Very little is known about the 4th and 5th Centuries. They leave us nothing other than imperial tombs, which have a vital key to know the origins of the Japanese. They are the only blanks in the continuity of the Japanese history available."

However:

b. Ancient imperial tombs cannot be unearthed. The Ancient Tombs Section, The Imperial Household Agency says in May 1983, "The Imperial Household Act, Article 27, stipulates "The Imperial Household Agency shall keep the tombs as private properties of the Imperial Household." Since the Penalty Code prohibits both unearthing and studying private graves, the ancient imperial tombs, which are kept in private possession, cannot be unearthed or studied.

c. The prohibition infringes the right of freedom of study. Archeological Studies, December 1981 edited by the Archeology Institute states, "Prohibition of the investigation of ancient imperial tombs is now the single biggest obstacle in the academic research of unknown ancient Japanese history. The academic world is claiming that this prohibition obviously infringes on the right to enjoy freedom to study."

Next we discover:

2. The boundaries of ancient tombs should be preserved. Initially we note:

a. The disruption of the ancient imperial tombs is inevitable. The Monthly For Protecting the Cultural Property, November 1978 states, "The boundaries of ancient imperial tombs were zoned around 1870 without any scientific proof and reasoning. In all the cases, the designated areas are smaller than the original ones. Though recent archeological research proves that three-fold moats and their peripherals are the outer edge of the tombs, the designated boundaries only cover to the first moat and in some cases, even half of the central mound is excluded." And according to the Survey of the Area of Ancient Imperial Tombs by the Japan Society of Archeological Studies, 1983, "The excluded area is 1.5 million square meters among which 750,000 square meters are already destroyed by private developers. The White Paper on Buried Cultural Property, 1981, edited by the Japan Cociety of Archeological Studies tells us that, "The area outside the Agency's property and inside the original boundaries is being destroyed by unrestricted land development. Until now about 750,000 square meters are destroyed to the extent the restoration is impossible. Moreover, the disruption is going on in the rest of the area."

Unfortunately:

b. The destruction of the peripherals is a great cultural loss. Takuya Iwasaki,Professor of Archeology at Tsukuba University explains this in May 1983, "Preservation of the moats and peripherals is desirable because they are the only evidence to show us achitectural aspects of the 4th and 5th Centuries' history which is an important element of culture. Even a small loss of peripherals leads to deterioration of archeology, for the structure of the ancient tombs will be lost forever."

Our alternative to this great loss is the subject of:

3. The boundaries of imperial tombs will be disclosed and preserved.

a. The right to study will be protected. Since the Affirmative is going to open the closed areas to the access of academic study, the single obstacle to fredom to study will be removed.

What is more:

b. The disclosed areas will uncover history. Disclosing the boundaries of ancient imperial tombs guantees improvement of

history because they contain a vast amount of information concerning roots of the Japanese, ancient regimes, and culture of the 4th and 5th Centuries. Koichi Mori,Professor of Archeology of Doshisha University wrote in Archeology Note, 1981, "Thanks to the progress of science, even looking at the pebbles on the tomb mound and the condition of the tomb surface can reveal many unknown facts in the 4th anf 5th Centuries. Needless to say, massive investigation will certainly give us a clear picture of those eras."

Lastly:

c. The disruption of the ancient imperial tombs will be avoided. As our plan provisions mandate, first the boundaries of the tombs will be rezoned so that 750,000 square meters of undisrupted areas will be covered. Secondly, the areas will be designated as national cultureal assets to prevent further destruction.

On these grounds, we urge the adoption of the resolution

- - - - - - - - - - -

Topicality. To support Topicality, the Sophia debaters presented these pieces of evidence:

White Paper on Buried Cultural Assets, Japan Society of Archeological Studies, 1981. "Land utilization is the action to extract good elements of specific land and turn it into practical use. Therefore, perservation and practical use of buried cultural assets is reasonably defined as one of the important types of land utilization."

The Century of The Great Ancient Tombs, Koichi Mori, Professor of Archeology at Doshisha University, 1981. "I would say that the ancient imperial tombs are considered as being more like artificially formed land rather than vaults or burial places for the dead."

Archeology Studies, Archeology Institute, December 1975. "The ancient imperial tombs that are proved to be of 4th and 5th Centuries are located in limited areas in Japan. They are qualified as rare and precious historical assets since their number is quite limited, and moreover they are expected to hold much more information inside compared with other types of ancient tombs."

TWO-MEMBER-TEAM DEBATE BALLOT

Tournament _____ Room _____ Round _____ Date _____

AFFIRMATIVE _____ NEGATIVE _____

Please write the score of each item in its box, using this scale:
poor - 1; fair - 2; average - 3; good - 4; excellent - 5.

FIRST AFFIRMATIVE _____		_____ FIRST NEGATIVE
	CROSS-EXAMINATION	
	Questions	
	Ethics	
	CONSTRUCTIVE SPEECH	
	Analysis	
	Evidence	
	Reasoning	
	Organization	
	English:Delivery	
	CROSS-EXAMINATION	
	Answers	
	Ethics	
SECOND AFFIRMATIVE _____		_____ SECOND NEGATIVE
	CROSS-EXAMINATION	
	Questions	
	Ethics	
	CONSTRUCTIVE SPEECH	
	Analysis	
	Evidence	
	Reasoning	
	Organization	
	English:Delivery	
	CROSS-EXAMINATION	
	Answers	
	Ethics	

___ Sub-Total C ___

REBUTTAL SPEECHES

FIRST AFFIRMATIVE		FIRST NEGATIVE
	Evidence	
	Refutation	
	Organization	
	English: Delivery	

SECOND AFFIRMATIVE		SECOND NEGATIVE
	Evidence	
	Refutation	
	Organization	
	English: Delivery	
_____	Sub-Total R	_____
_____	TOTAL (C+R)	_____

DECISION: In my judgment, the better debating was done by

_____
Side and Team Name

_____
Judge's Signature

- - - -

Methods of Problem-solving Discussion

Takaomi Hirahashi
Member, JEFA Board
of Directors

Introduction. Imparting information may increase the store of factual knowledge, but it does not develop the intellect to the same extent as does active attack on a problem. Nor is it possible to reach the same degree of clarification by passive receptivity as through discussion. Discussion challenges the participants and stimulates thought; it is an intercommunication of minds functioning objectively, rationally, and tolerantly. Discussion need not have definite form or outlined procedures. The process is as unexpected as the final result may be, for the contribution at any point in a discussion from participants in it is as different as their personalities. To achieve those goals, however, discussion ought to follow a certain format to avoid "bull sessions." This paper describes one of the most widely practiced methods of discussion.

Chairmanship Quality. The conference or discussion leader is like the conductor of a symphony orchestra. The conductor has a plan--the musical score that lies on the music stand in front of him. With the score he brings all the elements of the orchestra into play--violins, trumpets, flutes, etc. Under his baton each instrument adds its own peculiar voice to the whole orchestration. He plays one off against the other, keeps them all under control, blends their voices to achieve his harmonies. He reconciles--brings into agreement--the conflicting musical themes that run though the score, thus he comes at last to the end of the composition with a feeling of achievement and completion.

Like the orchestra conductor, the leader of a meeting must manage all the various people who make up the group. Your job as leader is to plan the meeting, to stimulate the participants, to guide and integrate their thinking, and to bring the meeting to an effective close.

Qualities of Chairmanship.

1. Mutuality.

The chairman must be willing to lead--to accept the responsibilities of leadership with its consequences in energy, social relationship, etc. In addition, there must be a mutuality of acceptance between the leader and the led. Those providing chairmanship must accept the chairmanship role and work at it; and the participants must accept his guidance if he is to be effective. "The leader is not a leader until his ideas are communicated and he has won followers." (Gibb: "The Principles and Traits of Leadership")

2. Ability to Communicate.

Obviously, the discussion leader must be a skillful communicator. He must use language accurately and expressively, making sure that he carefully defines terms that may be misleading. Also he must recognize when words used by others should be clarified. His voice usage should be such that it is heard and understood easily, of course, and his manner and meaning should match. The most important speech skill for him, however, is the ability to express complex ideas clearly, fairly, objectively, and swiftly. When a comment is unclear, he should be able to restate it clearly, without offending the person who made it initially. He must summarize in one minute what a number of persons have contributed in ten, and do so in a way that will

not overlook any important contribution. In addition to being clear, his summaries must represent fairly the collective ideas being reviewed; if the members were polled, he would want each to agree that his quick summary presented their opinions without distortion.

3. Listening.
The chairman should also be a good listener. This means more than hearing, or giving the speaker undivided attention or appearing attentive. It means being actively absorbed mentally in what others say, gaining clear insight into what is meant, what is implied, and perhaps why it was expressed in one way rather than another.

4. Quick Thinking.
While participants are discussing a point, the chairman must have the mental agility to engage in two thinking processes approximately at the same time: to follow closely and in detail what is being said, and to think ahead of the group, anticipating what question he must next ask in order for the discussion to move forward. Thus he needs the ability to think quickly. To clarify confusing contributions or tangled involvements, to restate immediately what others have said, or to summarize requires rapid and alert thinking.

5. Knowledge of the Problem.
The chairman should have a thorough understanding of the problem being discussed by the group. Ideally, of course, he should know more about it than any participant. Without knowledge of the problem and keen insight into its implications and ramifications, he cannot guide discussion on it because he will not recognize when a point is fully covered, when the group has contributed sufficient information on which to base a solution, or when it is appropriate to move from one stage to another.

6. Knowledge of the Group Process.
The more the chairman understands about discussion groups and the discussion process itself, the better able he should be to help a group attain its aim. He certainly must know about discussion outlines and how to use them. It has been noted that a good chairman means achieving control without sacrificing permissiveness and member rights. The chairman must understand and appreciate this delicate balance.

7. Respect for Others.
The good chairman will have genuine respect for others, for their ideas and for them as human beings. In discussion, all member's ideas are not equally meritorious, but every member is equally worthy of respect. To respect others means more than to like them or to tolerate them. To be genuinely respectful is to be eager to learn all he can about them, how they think, and why they hold the attitudes they do. For the chairman to be respectful, to be curious about the why behind what others say, means that his reactions to them and to their contributions will be gentle rather than harsh, pleasant rather than strident, objective rather than critical.

8. Social Sensitivity.
Related to treating others respectfully is the ability to respond sensitively to others. The responsible chairman must be aware of "how things are going", and how members feel about the discussion.

Discussion Preparation. Since the chairman must anticipate so many things both before and during the discussion, it is useful to classify and list the various steps to be remembered when you are to lead a discussion.

1. Study the problem carefully. Locate and define it for yourself.
2. Plan an opening briefing to "sell the problem" to the participants.
3. Draw up the agenda, and have an idea of how the discussion might develop.
4. From your own analysis, you will have an idea how the discussion might develop. You will also have some possible solution in mind. Of course, you should not bend the discussion to your own views. Let the subject develop as interest seems to lead it, but have the outline handy in case discussion or interest flags or runs aground on a knotty point.
5. Prepare typical questions referring to your agenda-outline: i.e. to open discussion, change trends of talk, bring out little-known facts.
6. Make a timetable and budget the items on the agenda.
7. Plan for frequent summaries.

Method of the Problem-solving Discussion.

Step I. Awareness of a problem to be solved.

The chairman, in opening the meeting, should state reasons why the topic was chosen. It is always good practice to make this initial statement, even if most members are already aware of the problem, to ensure that it is fresh in everyone's memory. You should open your briefing in an interesting and arresting fashion. Often some startling news story or an impressive quotation will pave the way.

Step II. Location and Definition of Problem.

This step often merges with Step I, because it leads so naturally out of it. When the group is aware that a problem exists they still have the task of pinning it down. What evidence has been produced in Step I to prove there is the problem? Talking about these, the group can begin to define the problem--it is important that the problem be " located"--examine and analyze the situation in order to narrow down the possible causes to be considered in finding a solution.

Definitions are also important, for the members often have entirely different connotative meanings for words. The group should agree, at the outset, what the problem means. It is the chairman's responsibility to ensure that the whole group is in agreement on a definition of the problem before any attempt at problem solving begins. This initial agreement will help build the spirit of cooperation, as well as aid in reaching solutions satisfying to the group.

Step III. Examination of Problem.

This step grows out of Steps I and II and is a necessary prelude to the suggestion of solutions. "Location" and "definition" are preliminary steps, not intended as a complete analysis of the problem. When the problem has been given accurate, descriptive statements and properly located, it follows naturally that it should be studied more fully.

1. What is the history of the problem?
2. What are the immediate effects which can be seen?
3. What are the possible causes of the observed effects?

The first two questions usually have been already aired in Steps I and II. This last one is perhaps the most important, for, in

finding causes, one also begins to see what needs a solution. This phase is, in essence, an informational discussion. Without knowing the causes of the effects, the participants will be presenting solutions blindly. Good solutions come only from good analysis and understanding of the problems. So, the discussion must spend some time on step III to ensure that a thorough, accurate analysis has been made.

Step IV. Discovery of Possible Solution.
When causes are known or suspected, it becomes possible for the participants to suggest solutions to the problem. In Step IV the discussants are engaging in something similar to "brainstorming". Brainstorming is a conference technique worked out by A.F. Osborn in 1939 that allows the unrestrained offering of ideas or suggestions by all members of a group meeting. Now is the time to consider every possible solution. Everyone is encouraged to contribute ideas and to enlarge upon the suggestions of others. At this stage, no suggestion should be rejected as unworkable or trivial. The leader will strive to keep the ideas flowing steadily from all members. He should record all suggestions so they will not be forgotten in the next phase.

Step V. Establishment of Criteria for Testing Solutions.
In many cases, the free flow of ideas, stimulated by an awareness of the nature of problem, have already indicated some general though undefined criteria. When this wealth of suggestions is compiled, then the discussants can begin to shift them, judging each suggestion in terms of suitability, feasibility, and acceptability, until they have narrowed the field down to the best possible solutions. In this process of elimination, good suggestions will be made better with elaborations, alterations or subtractions which reflect the demands of the criteria.

Step VI. Choosing the Best Solution.
The difficult task of the discussion is over. After application of criteria and elaboration of possible solutions, there remains the selection of the one felt to be best. There may be a unanimous decision, but that is not necessary. Often, in a democracy, opinions diverge on what are the best ways to do things. In a discussion, the chairman will apply the principle of the majority rule, seeking to effect compromise with the minority by moderating or broadening the accepted solution.

Conducting the Discussion

1. Begin the meeting on time.
2. Capture the interest of the group, and show them that a real problem exists.
3. Don't be a slave to your notes. Use them only for reference.
4. Begin with a well-phrased overhead questions, i.e. general questions directed to the entire group.
5. Develop the problem through use of questions.
6. Keep discussion flexible, lively and moving.
7. Distribute discussion evenly through wise use of questions. Use them also to check side discussions, inattention, etc.
8. Be alert in order to catch the trend of the discussion.
9. Draw out the shy, uncommunicative members.
10. Congratulate the frequent contributor, but hold him back to give opportunities to others.
11. Make frequent summaries as needed to ensure that the group understands what has been said and how the discussion is developing.
12. Note on paper important points and steps in the discussion.

13. Provide smooth transitions from one step to the next, from one point to another.
14. Seek group agreement and compromises in selecting the best possible solution.
15. In the concluding summary, impartially present results, thanking members for their cooperation.

Wise Use of Questions. There are moments when some discussion, though spirited and interesting, have nothing to do with the problem at issue. Here, the chairman retains both the informality of conversation and his control of the group with shrewd use of questions.

1. The Overhead Questions.
   Here, the chairman phrases a general question which is directed to the entire group. Questions to open discussion to move to new topics are often this sort.
2. The Direct Question.
   This is the opposite of the overhead question. It is directed to a specific person.
3. The Reverse or Relay Question.
   When participants are trying to bait the chairman into an argument or damaging expression of opinion, this question bounces it back to them or passes it on to another. And some other awkward questions can be passed along to members of the group for answer: "Mr. A what would you say to that question?" This takes the pressure off the chairman and returns it back to the group where it belongs.

Some Instances of Wise Use of Questions.

It has been said that the heart of group discussion is the question. The three kinds of questions mentioned above can be used for a variety of purposes.

1. To open discussion.
2. To stimulate interest.
3. To break up side discussions.
4. To distribute discussion.
5. To put a trouble-maker on the spot.
6. To draw shy members into the discussion.
7. To get a variety of opinions.
8. To change trends of discussion.
9. To request further explanation.
10. To limit or end discussion
11. To evoke attention to new facts.

If the chairman holds a point of view which he feels should be expressed, but which has not been suggested by any of the participants, he may phrase it as a question: "Do you know that there is a fact....?"

DISCUSSION STRATEGY

C. A. Holeman

In ESS activities there is always a goal: to produce something, to achieve an honor, to win a trophy, etc. In group discussion the goal is to be selected (or recognized) as the "best discussant." To be the best requires that the discussant stand out, and to some that means to strongly dominate the discussion. The problem is that when one person dominates a discussion too much it isn't a good discussion, and sometimes it is not a discussion at all; it is a monologue-type play with a few supporting minor characters.

The major criticism I have about formal style discussion is this imbalance in participation. The highly structured style of formal discussion, in the view of many, inhibits good discussion rather than promoting it. Whether or not one agrees with this view, it is obvious that in order for discussants to get equal chances to express their views they have to exploit that structure, use it to their advantage. Some discussants are very skilled at this and they become the dominant discussants. They prepare themselves well and exude so much confidence that they are selected as first opinion makers. Or, they make sure their opposite opinions are so sharp and interesting they snatch the initiative right out from under the nose of the first opinion maker. They ask penetrating or leading questions that in turn result in answers that stimulate even more questions. They almost never cast questions that need only yes or no answers. These are aggressive tactics.

If a discussant projects himself/herself too much the other discussants resent such dominance. Only the weak, unprepared discussants sometimes admire an over-dominant fellow discussant. How to stand out without being too dominant requires good strategy. A discussant's strategy for standing out should have both aggressive and subtle tactics. A good balance of these two approaches makes a strong discussant appear to be generous in yielding the floor, in sharing the time, while still maintaining dominance and strong self projection.

Discussants usually rely too much on the chairman to keep a reasonable balance of discussant participation. But not even the best of chairmen are supermen or superwomen. It is difficult for a chairman to maintain a good balance in discussion if some of the discussants are passive, unprepared, and overawed by an aggressive first opinion maker. Particularly, some of the emphasis in formal discussion should be taken away from the first opinion maker. Other discussants can help the chairman do this by longer, more meaningful questions, more thought-provoking opposite opinions, etc. The problem is that to many discussants this means to ramble, to talk in circles, to be vague. They don't say well what they want to say.

Cooperation among discussants, voluntary cooperation that results in more equitable sharing of the discussion time, can make a good discussion. If first opinion makers or other dominant discussants restrain themselves even when they know they have some strong opinion or data to present, they are cooperating to give weaker discussants a chance to speak up. The strong have to yield to the weak in order to encourage them. A chairman should never have to restrain strong discussants. The exercise of self discipline by a discussant is noticed and appreciated by the others at the discussion table, and it makes, in their minds, that discussant an even stronger, better member. This is an example of a subtle tactic.

Another vital element in effective discussion is persuasion. Some discussants think the best way to persuade is to use strong "steam roller" tactics. They try to persuade by just the weight of their arguments and their data, and by the strength of their aggressiveness. They ignore the well-known positive effects of good humor, touches of gentleness and compassion, and of the most disarming weapon of all, a big smile. I have attended some discussions where the atmosphere was so full of tension you could have cut it with a knife. This type of competitiveness is so unnecessary and counter-productive.

Great "generals" of the battlefields of war, politics, business and education plan their strategies well. And in those strategies is the sub-strategy of being flexible and adapting to any conditions that may arise. They use tactics, usually a mixture of the aggressive and subtle, that can best obtain their goals. You, too, can be a great "general" of discussion if you execute your tactics well!

ALL JAPAN OPEN DISCUSSION MEETING

In 1960 the All Japan Open Discussion Meeting was established by seniors of the English Speaking Society of Meiji Gakuin University. This annual event has become one of Japan's major group discussion events for university students. Presented here are the order of discussion and some titles and agenda of past meetings.

ORDER

(1) OPINION:

The presentation of thoughts on Subject or Agenda by the first speaker (ice breaker) as a rule.

(a) Opinion should be presented widly and shallowly with respect each agendum.

(b) You should be collect your thoughts according to each point.

(2) DIFFERENT OPINION:

The opinion to the former opinion from different viewpoints. When you agree to the former opinion not completely but partially, and want to show your thought on it.

(3) NEW OPINION:

The presentation of thought on subject standing on the different points of view (this means that the view point which participants have not yet discussed.)

(4) POINT OPINION:

An opinion adding to the former opinion. Point opinion is set for the purpose of deepening the former opinion and it can not be extended to the different aspect of the former one.

(5) QUESTION:

The question to the former opinion.

(a) You should not put a leading question which makes your objection advantageous.

(b) You should not ask a question concerning the former speaker's opinion from another angle.

(c) You should not present your own thought in questionary time.

(d) You should ask one question at a time.

(e) When you cannot be satisfied with the answer, you may ask again. (QUESTION AGAIN)

(6) ANSWER:

The answer to the question.

(a) You should answer the question after you mention what point or questions you are going to make clear.

(b) Anwer should be done precisely and concisely.

(c) When you cannot answer, you should say so and when you cannot understand the meaning of the question, you had better ask a chairman.

(7) OBJECTION:

The opinion opposing a former opinion.

(a) You can present your own opinion when yours is quite different from the former one proposed by others.

(b) You can refuse some parts of the former opinion but you must make point clear at the time.

(8) SUGGESTION:

A kind of proposal to a chairman.

(a) When you think that the stream of discussion which participants are now discussing is different from the agenda or title, you had better offer a suggestion to a chairman.

(b) When you cannot catch on the former opinion or question, you can ask the chairman to sum it up.

(9) CONFIRMATION:

Confirming a former opinion and question.

You can offer a confirmation when you are going to confirm the opinion and question presented by the former speaker.

1975 **"Catastrophe of Hegemony"**
Agenda I — Analysis of balance of power in Asia
Agenda II — Analysis of Asian history
Agenda III — Future of Asia

1976 **"Don't Kill the Goose That Lays Golden Eggs!"**
Agenda I — Historical Analysis
(How has Japan stretched out her hand to South-East Asia?)
Agenda II — Analysis of the Present Situation
(What problems are facing Japan today in South-East Asia?)
Agenda III — The Desirable Couse in the Future
(How shou'd Japan grasp the nettle and make up with South-East Asia?)

1977 **"Fantasy of Prestige"**
Agenda I — Analysis of Japan's Role in Asia
Agenda II — Japan's Desirable Asian Policy

1978 **"Is the Shield of the Dwarf Mighter Than the Sword of a Giant?"**
Agenda I — How is Japan "shielding" herself?
Item A — Analysis of the U.S.S.R.'s strategy in the Far East
Item B — Analysis of Japan's present defense policy
Agenda II — What would be the shield of Japan?

1979 **"The Ships in a Storm"**
—Japan's diplomacy toward swaying Asia—
Agenda I — Look at the sister ships of the monster ship being tossed about on the wild sea!
Agenda II — How should we handle the monster ship?
Item A — Mismanagement of the monster ship
Item B — The right course for the monster ship to take with sister ships

1980 **"How Terrific Riding on the Great Wave is!"**
—Japan and U.S.A. trade conflict—
Agenda A — How has Japan been enjoying the Surfing on the big wave?
Agenda B — What happens to the Surfer in handling the big wave?
Agenda C — What are the best measures for the Surfer to ride on the big wave?

1981 **"The Thoroughbred in a Misty Forest"**
—How should Japan's Auto Supply Industry Survive?—
Agenda I — How has the Pony become the Thoroughbred?
Agenda II — Why can't the Thoroubred find the right way?
Agenda III — What is the best way to get out of the Mist?

1982 **"Fly High in the Sky"**
—Economic Relations Between Japan and the ASEAN—
Item 1: How has the Cessna been flying in the acending current, as led by the jumbo jet?
a) Industrialization of the ASEAN in the 1970's
b) Overseas investment by Japan
c) Changes in the trade situation
Item 2: What has put them in Air Turbulence?
a) Standpoint
b) Problems and Harm
c) Causes
Item 3: What is the best course for the jumbo to take with the Cessna?
—Solutions—

1983 **Title:** The Dead Heat at the Last Corner
—Seeking the Ideal Security—

Agenda 1) How has the USSR got the Pole Position, making exhaust sounds?
point a: Afghanistan's administration at the time of the coup d'état
point b: Stage-by-stage escalation in the Soviet's intervention
point c: Sanctions taken by the West against the violator
Agenda 2) How is the terrible accident going to occur at the Hairpin Curve?
Item 1: Your Standpoint
point a: Japan's national interests
point b: What should Japan's diplomacy be?
Item 2: Analysis of the present situation
point a: Problems
point b: Harm
point c: Causes
Agenda 3) What is the best training for spectacular cornering technique?
point a: Directions and Steps
point b: Solutions

Regulations for K.U.E.L. Discussions
(Formal style discussion)

K.U.E.L.: Kanto Universities English Speaking Societies League

I) Introduction:

Discussion is one of the most advanced processes of oral communication which calls for deepening of understanding and the solution of problems in human society. K.U.E.L. puts emphasis on two main principles: Discussions are in the formal style, and discussions are of the problem-solving type. In order to improve and standardize the techniques of group discussion within K.U.E.L., the following procedures and regulations will govern K.U.E.L. group discussion.

II) Procedures of group discussions:

1. Self-introduction of participants
2. Outline of subjects to be explained (by the Chairperson)
3. Starting of opinion by the first speaker
4. Discussion (No order---acceptable at any time)
   a. Questions and Answers
   b. Point Opinions
   c. Different Opinions
   d. Objections and Counter Objections
   e. Confirmations of Points
   f. Suggestions
   g. Motions
5. Summary by the Chairperson

III) Clarification of Terms:

1. Opinion

   Opinion by the first speaker should be presented widely and shallowly with respect to each item.

2. Questions

   Questions are used to clarify opinions and point opinions. They should be short to the point, and should respect the "stream" of the opinion being questioned.

3. Answers

   Answers to the questions will make a participant's opinion better understood. Answers should respond directly to the questions asked, should be clear and concise, and should help develop a line of discussion on an opinion.

4. Point Opinions

   Point Opinions are used to clarify points of a stated opinion and to support that opinion.

5. Different Opinions
   Differnt Opinions are the opinions from different viewpoints, when you agree to the former opinion not completely, and want to show your thought on it, or when you object to the former opinion not completely, and want to show your thought on it.
6. Objections
   Objections oppose stated opinions through expressing participants' own viewpoints.
7. Counter Objections
   Counter Objections should directly refute stated objections.
8. Confirmations
   Confirmations of points of discussion (opinions, point opinions, questions, and answers) may be made to the Chairperson.
9. Suggestions
   Suggestions may be made on the process of the proceeding of the discussion, and should be directed to the Chairperson.
10. Motions
    Motions are a kind of proposals to the Chairperson to interrupt the discussion.

IV) Prohibitions:

1. Questions should not be put to objections.
2. Leading questions should not be asked.
3. One's own ideas should not be presented in questions.
4. Different analysis on point opinions should not be presented.
5. Personal attacks on participants will not be condoned.

V) Manners:

1. Order of discussion should be followed by all.
2. Participants should be cooperative at all times.
3. When desiring to speak, participants should get recognition from the Chairperson. Stand, say "Thank you, Mr. (or Madam) Chairperson, then proceed to speak.
4. Prepared manuscripts should not be read, but may be used as guides.
5. The Chairperson of discussion should be respected by all participants.

JAPAN ENGLISH FORENSICS ASSOCIATION (JEFA)

Founded 19.8

c/o C. A. Holeman
1-28-11 Fujimidai
Kunitachi, Tokyo 186

JEFA DRAMA SCRIPT LIBRARY

For the past several years JEFA has been accumulating drama scripts for use by ESS drama groups. We now have nearly 600 scripts available for drama groups to review and make copies of if they find some scripts they are interested in.

These drama scripts will not be loaned out. However, anyone is welcome to come to JEFA's administrative office (Address is above) and look at the scripts. If they find some they are interested in, they may take the scripts to a nearby place for copying, and then return the scripts to the library. For groups outside of the Tokyo area, if you know of scripts we have that you want copies of, just write to us and tell us the name of the scripts you want and we will make copies of them and send them to you. Then you reimburse JEFA the cost of copying and postage.

We have available a simple list of the scripts showing only name of the play and the author. This list is available upon request. During 1984 we expect to make a more complete list containing additional information such as number of male and female characters, type of play, number of pages in the script (For performance time evaluation), and, when available, a short synopsis of the play.

We repeat, the drama scripts will not be loaned out. There will be NO EXCEPTIONS, so don't bother to ask.

One final note; If you want to come and spend some time looking at the scripts, please telephone and make an appointment so you can be sure someone is available to show the scripts to you.

Oh yes! If you have any drama scripts you no longer need, please send them to us to add to the library. Don't worry about their condition; any kind will be gratefully accepted.

EFFECTIVE PUBLIC SPEAKING

Shinichi Oishi

Division of English Language, School of Medicine, University of Occupational and Environmental Health, Japan.

Introduction. Students with a desire to improve their English enter the ESS and are immediately confronted with deciding which section, debate, speech, discussion or drama, they will join. In this paper I do not intend to advocate one section over the other as I feel all are excellent methods for improving one's ability to communicate in English but as I have had many years of experience judging speech contests here in Japan, I would like to put into print my ideas on how to write and deliver an effective speech and thereby, I hope, help those students who have decided to join the speech sections of the various ESS clubs throughout Japan.

I have divided my paper into two main sections; Preparation of a Speech and Delivery. Within these two sections I have tried to set down the points I think are important but for those readers who would like a fuller account of what I, because of space, state briefly, I would advise your speech section to purchase, Principles and Types of Speech* by Alan H. Monreoe and Douglas Ehninger. My edition, which I consulted while preparing this paper, is a little old but unless you know of a better book, you could not go wrong by adding this work to your ESS library.

PREPARATION OF A SPEECH

Deciding a Subject. For the ESS student faced with the task of writing a speech perhaps the most difficult problem is choosing a subject. This may be decided by the rules committee of the speech contest you intend to enter, but if it is not, you should pay special attention to the following points when deciding your subject. First of all you should choose a subject that you know something about, are interested in and have access to material that will help you develop your speech. I have combined these two points, knowledge of and interest in the subject, because I think if these are not present much of the effectiveness of your speech will be lost. Secondly, you must choose a subject that will be interesting to your audience. In most cases you have an advantage here as your audience will be fellow students and you know the subjects that will hold the interest of your peer group. Also, regarding your audience, you should choose a subject that is not above or below their intellectual level. You should try to tell them things that they do not know but if it is a subject that the audience has little interest in or they feel is above them or below their intellectual level, you will have a difficult time holding their interest.

Once you have chosen your subject, the next step is to narrow it down. Many students when deciding on a topic, choose one that is too general, for example, "Japan-American Relations", with the result that he has too much to cover in a 5 to 7 minute speech and if he tries to cover all he wants to say,

it is so general that the audience has forgotten the speech almost as soon as he has stepped down from the platform. What is necessary is that after you have decided on a general subject you must choose a particular aspect of the topic and develop it to fit into the time limit of the speech. For example, your general topic is "Japanese-American Relations" and as your audience is made up of mostly students, you choose the subject "The Student Exchange Program." This narrowing down of your topic is a very important point that should not be forgotten when preparing your speech. As your first thought regarding subject is usually too general, I suggest that you write down your first thought and then underneath this general subject write down all the ideas you can think of regarding this topic. From this list you will usually find another topic that will make a much better speech and allow time to enliven your speech with examples or a story or two.

Type of Speech. After you have decided on your subject you may think your next task is to collect material for your speech. Actually, before doing this, you must determine what kind of speech you are going to give. The type of speech depends on the purpose for giving the speech, other than for just entering a speech contest. In Principles and Types of Speech, five general ends of speech are listed.

General End	Reaction Sought	Class of Speech
1. To Entertain	Interest and Enjoyment	Recreative
2. To Inform	Clear Understanding	Instructive
3. To Convince	Belief (Intellectual agreement)	Instructive
4. To Stimulate	Inspiration (emotional arousal)	Persuasive
5. To Actuate	Definite Observable Action	Persuasive

(p.115)

When Deciding on the general end of your speech, do not think that your speech must fall under one of these general ends to the exclusion of the other four. It is very difficult not to include the other ends after having decided on one. One must sometimes entertain when informing and usually it is necessary to inform if you want to convince your audience. Also, if you want to stir your audience to action, you must convince intellectually and stimulate the emotions. The main point to remember is to choose one of the five ends as your primary end and use the others to obtain this primary end.

I think it is important for all speech sections of ESS clubs to practice these five different types of speeches and I would go even so far as to recommend that those in charge of speech contests designate the type of speech to be given at their speech contest. However, if this is not done, it is up to the student to decide on which end is going to be his primary one. How do you decide it? Obviously, your first way of deciding is to figure out which type of speech will be most suitable for your topic. Using our previous example of a topic, if you are going to talk on "The Student Exchange Program", you will have to consider your audience and determine whether they know anything about this program. If they do, you may want to convince them of the necessity of it and

arouse them to look into it more closely, or have some of them take part in the program. For the student who has taken part in such a program, entertaining through telling personal experiences may be the primary end or a means to obtain one of the other ends.

When deciding your main end, another important point is to think about your personality and talents. You may be hampered to some degree when giving a speech in a foreign language but all of us are better at one type of speech than another and if your topic allows you some flexibility, you should develop the type of speech in which you can use your natural abilities to the best advantage.

Gathering Material. For the student entering a speech contest it can be presumed that his speech will be from 5 to 10 minutes and therefore only contain one or at the most two main points. Once you have decided on the point you want to make you have to gather material that will prove your point and interest your audience. This material can be gathered from many sources; personal experiences, newspapers and magazines, professional journals, reports and books. When I am preparing a lecture or talk I sometimes write down notes from books but as this is time consuming, I prefer, if it is my own book, to underline the material I need and write down the pages on which the material is found.

Once you have gathered your material, you must then arrange it keeping three things in mind, proving your point, holding your audience's attention and the time limit. If you have done a lot of research on your topic, you will find that you have more material than you need, so a weeding out process should be your first job. I think a good way to decide on the best material is to write down an outline and the first three words you should write are, introduction, body and conclusion. These are the main section of your speech and by building your speech around them you will end up with a well-balanced speech.

Introduction. The purpose of the introduction is two-fold. First, you must gain the audience's attention at the beginning of your speech. This is particularly true in a speech contest if you are not the first speaker. The contestant must make the audience forget the previous speech and give their full attention to what you are going to say. This can be done in many ways but as we are now considering material, you must present something in your opening remarks that will immedeately catch and hold them. A personal experience, a story or startling fact, some information you are sure no one knows, rhetorical questions, all are very good ways to open your speech. Much time and thought must be given to the writing of your introduction for if you do not capture your audience and build up a rapport with them in this first minute or so. the rest of your speech will likely be ineffective.

Secondly, after deciding on the method of beginning your speech, story, startling fact etc., you have to be certain that your opening remarks are connected with the main point of your speech. To do this I would recommend that you state clearly your main point in the introduction and then lead the audience smoothly into the body of your speech.

Body. It is in the body of your speech that most of the material you have researched will be used. You have stated your main point in the introduction and now in the body you must develop it, state it clearly and convince your audience of your thesis. These three points, development of main point, clear and convincing material should always be in your mind when choosing and arranging your material in logical sequence. Again, the type of material you use depends on the type of speech you are going to give but no matter what type of material you use, in order to keep the attention of the audience you have gained by your introduction, you must develop your main point with interesting, informative and relevant material presented in language and style that your audience will be able to follow.

Conclusion. After developing the body of your speech, you now turn to your conclusion. The important point to remember when you are preparing your conclusion is that your audience will not remember your whole speech. Therefore, you have to decide what you want them to remember or do and state it in a way that they will remember. Also, when arranging your conclusion you must consider what kind of mood you want to leave with your audience. For example, if you want them to reflect on what you have said, then your conclusion must suggest a calm and thoughtful attitude. If you want to work your audience up to some action, then the words and style of your conclusion must leave them with the desire to perform the action. Another point to remember is, don't drag out your conclusion. There is nothing more annoying for an audience than to think the speech has ended only to find the speaker continuing on. If your conclusion is short, clear and memorable, you can be fairly certain that your speech will be a success.

Writing and practicing of Speech. When I am writing a speech, I usually write it about three times. My first writing contains what I want to say in words and order as it comes into my mind as I sit at my desk. I then get to work with my red pencil, cross out sections, change grammatical constructions and words, and rearrange the order of presentation. My final draft is written with the first draft in front of me to make sure that my red pencil has not erased any or the freshness and naturalness of the original draft. After I have finished these two writings, I type my speech and even then there are words or expressions that I change.

In the case of a Japanese student preparing an English speech, Much of the correcting may be done by his or her teacher. If there is a foreign instructor at your school, I would recommend that you always take it to the teacher but, and this is important, don't leave all the correcting to the teacher. Writing a speech and correcting it yourself is very good practice for perfecting your English, so before you take it to your English instructor, try to write it as best you can and ask advice from other members of your speech section. Remember it is your speech and only you know the point you want to make and effect you want your speech to have on the audience.

Title. The decision of a title should be made after you have finished writing your speech. You know what you want to say and now you have to decide on a few words that will appear on the list of speeches or will be announced by the chairperson. This final decision can be very troublesome and time consuming.

As the title is the first thing your audience will see or hear about your speech you must make sure that it is relevant to the main point and that it creates an interest in your speech. Also, it should be brief and catchy so that a person by just glancing at it is attracted to it and is waiting to hear what you have to say. In other words, the title is like the short advertisements we see every day. Some of them we barely glance at but there are others that even though the glance is brief, the message remains with us. You should strive to create a title like the latter type of advertisement.

I would suggest that you write down many titles on a sheet of paper and then study them closely eliminating one by one until you finally arrive at the one you like best. If you want to keep your title secret until the day of the speech, you will have to do all of this by yourself but sometimes the advice of a friend may be helpful in deciding your title. I like to try out different titles on my friends and observe their reactions. Through this method I have often come up with a better title than the one I originally decided on by myself. No matter how you decide to compose your title, remember that the finished work must be relevant to your main point, create interest in your audience and brief.

Memorization. We now come to a stage of preparation that I find difficult to write about. It is memorizing your speech. To be blunt about it, I don't like seeing students memorizing speech. Naturally, by the time you have finished preparing your speech you will have it mostly memorized but what I mean by memorizing is the long hours spent in memorizing each word, inflection and sometimes even gestures. I would like to see the speech contest rules changed to allow a student to take notes with him to the podium and use these while he is speaking. There may be more mistakes in the speech and the student may have to hesitate at times but I am quite sure many speeches would be more natural and therefore interesting, and this type of speech presentation would, I think, be more helpful to the student in his struggle to perfect his way of expressing his ideas in English. However, even though I would personally like to see the students get away from memorizing every word of their speech too many times, you will get tired of it and on the day of the contest there is a danger, because your speech has become stale for you, that you will not present it in a convincing manner. Remember, you have only one chance to tell the audience your ideas, so your practice must be timed so that on the day of the contest you have reached your peak and you go up to the platform not with the idea of speaking with perfect pronunciation and intonation, not with the hope that the judges will like your speech and award you first prize, but with the conviction that during the next few minutes you are going to communicate your ideas to the audience in such a way that they will remember your speech and want to do what you suggest.

One other point I would like to bring up at this time is having a native speaker listen to your speech, preferably in a large classroom. If you do this the teacher will be able to help you with your overall presentation in a situation somewhat similar to the one you will be in on the day of the contest. If you decide on this suggestion, do not leave it too late as you will not have time to correct the faults pointed out by the teacher and you will go up to the platform worrying about whether you will remember the advice given by the teacher.

DELIVERY

Voice. Delivery involves two basic elements, the use of your voice and physical behavior on the platform. Because of the space limitation of this paper, it is impossible to go into all the points on the development of a good speaking voice. For those of you who are interested, and anyone who has read this far I presume is interested, I would recommend that you read chapters 5 and 6, pages 65-109, of Principles and Types of Speech. In these two chapters you will find sufficient material on flexibility of voice, rate of speed, pauses, force, pitch, emphasis etc. along with exercises on breathing, enunciation, pronunciation that if studied and practiced, will help you develop a good speaking voice. However, in this paper I would like to emphasize a few points that I have come to consider very important in regards to voice control during your speech.

First of all you must study the good and bad points of your own voice. Some students have a naturally good speaking voice and not too much training is necessary. But for most students time must be spent on training your voice. Again, the place to do this is in a large classroom. The first important thing is that everyone in the room hears you. When I am giving a lecture to a large group I make sure that I am talking to the students in the back row. This does not mean that I am shouting as shouting for ninety minutes would soon wear out the student body, not to mention what it would do to my voice. I talk in my normal pitch range but, through practice and years of experience, I have learned to throw my voice to the back of the room. This is what you have to strive to do. When you are practicing, have your friends sit at the back of a large classroom and throughout your speech tell you when they cannot hear you. To make your speech interesting you must have flexibility of voice which includes change of voice quantity, pitch etc. but if by doing this your audience cannot hear you, your flexibility will have no affect on the audience.

Another point that you have to be careful of is pronunciation and enunciation in a large room. Your words may be understandable when spoken in a conversational situation but at a speech contest those sitting near the back may have difficulty understanding you. Therefore, I would recommend that when you are giving your speech slow down your speaking speed a little and use pauses to good effect. Also remember that there will be unexpected noises during your speech so you must compensate for them by being ready to increase your voice when necessary. As I said above, there is excellent information in chapters, 5 and 6 of Principles and Types of Speech, but in summary I would say, speak loud enough so everyone can hear you, speak clear enough so that everyone can understand every word you way, and use pauses, speed, quantity, pitch, slides and steps and emphasis so that everyone will be influenced by the mood you are creating. If you train your voice to do these things, problems of delivery will be greatly reduced.

Physical Behavior. Your voice plays an important role in the delivery of a speech but physical behavior on the platform also influences the audience. When your name is called to give your speech, do not be in a rush to get to the platform. Walk with an air of confidence but not overconfidence. When you get up in front of the audience, give them a chance to look you over and settle down for your speech. This only takes around 15 to 20 seconds but this pause is very important in delivering an effective speech. Regarding your stance, it must be relaxed. This does not mean that you slouch over the podium or desk.

Stand erect but not stiff. Present to the audience a person who has confidence in what he is going to say and his ability to present it. Be careful of unnecessary movements of the hands, head or whole body. If your movements are natural, easy and purposeful, they will contribute to the effectiveness of your speech but if your body is moving from side to side your head up and down and especially, if you hands are on the move throughout the whole speech, all these unnecessary movements will distract your audience away from what you are saying.

This brings us to the point of gestures of the hands, head and shoulders, and facial expressions. What I want to say about these can be summed up in two words, be natural. You cannot memorize when to use a gesture or facial expression and expect it to be effective. They must flow naturally from the emotion that your speech is creating in you. You can study gestures that have a special meaning, for example, the pointed finger, the clenched fist, the outstretched hand, palm down and moving slightly up and down, the shrugging of the shoulders, downcast eyes, etc. but the use of them must be done in an unrehearsed natural way by the speaker. Many say that Japanese cannot gesture effectively. I don't agree with this. Watching students talking to each other in their native language one can see many gestures. During your speech, if you geature, or make facial expressions in the same way you do in your daily conversations, they will be a great help in creating a more effective speech.

Finally, I would like to say a few things about eye contact. I am sure every member of the ESS speech sections throughout Japan knows the importance of eye contact. Again, the secret is to be natural. If you have confidence in yourself and are thinking only of explaining your ideas to your audience, your eye contact will be natural. On the other hand, if you are saying to yourself, "I have to make eye contact, I have to make eye contact," your eyes may be roaming from one side of the room to the other but anyone looking at your eyes will know that you are not seeing him. Also, don't look over the heads of your audience or down too much or again, too long at one section of your audience. Just move your head naturally bringing into focus individuals or groups and the members of the audience will know that you are making contact with them.

CONCLUSION

In this paper I have tried to set down some points I think will be helpful for the ESS student wanting to use public speaking as a means of perfecting his English. Many of the points I have enumerated are common knowledge but as a periodic review of general principles is necessary to avoid falling into speaking errors, I hope this summary will be of some help to the readers of the JEFA Journal.

All Students when they enter a speech contest, want to win for their own satisfaction and to bring glory to their club. This is natural but never forget the main reason for giving a speech is to impart to your audience something that you want them to know. If you keep this in mind, all that I have written in this paper will take on a special meaning and, who knows, you may even bring back the first prize trophy to your club. Good luck.

JUDGING SHEET FOR EXTEMPORANEOUS SPEECH

NO.
TITLE OF SPEECH _____

NAME OF SPEAKER _____

CONTENTS (40) Interpretation of Topic Organization Illustrations Originality	/40
ENGLISH (30) Articulation Pronunciation Grammer Choice of Words	/30
DELIVERY (30) Vocal Delivery Body Language Rapport with Audience	/30
QUESTION AND ANSWER (20) Quality of Answers English	/20
TOTAL	/120

JUDGE'S SIGNATURE _____

EXTEMPORANEOUS ENGLISH SPEECH CONTEST

Explanation of Evaluation Items on the Judging Sheet

CONTENTS (40 Points)

1. Interpretation of topic. Did the speaker understand the meaning of the topic, and did the speech content follow the topic?

2. Organization. Was the speech organized in a logical manner so that the audience could easily follow the speaker's chain of thought? Did it have an interesting introduction that caught the attention of the audience? Was the body of the speech well developed around a central main point, and did it lead to a clear conclusion that the audience could relate to?

3. Illustrations. Was the main point of the speech well supported by illustrations (examples) such as personal experiences, information from news media, authoritative statistics, etc.?

4. Originality. Was the handling of the topic unique and original, or was it developed and illustrated in an ordinary way that showed lack of originality?

ENGLISH (30 Points)

1. Articulation (Enunciation). Were words and expressions spoken clearly and understandably?

2. Pronunciation. Were words pronounced correctly?

3. Grammar. Were sentence structure and word use grammatically correct?

4. Choice of Words. Were words and expressions well chosen for the particular topic? Were they words one would expect from a university student?

DELIVERY (30 Points)

1. Vocal delivery. Was the voice of good quality and was the volume loud enough so that the audience could hear well, or was it too low, or too loud? Was the pace(speed) of delivery just right, or was it too fast or too slow? Were pauses effectively used? Did the speaker have a good rhythm of speech?

2. Body Language. Did the speaker use his/her body effectively in stance(posture), gestures, and facial expressions? Or were body actions unnatural, overdone and distracting?

3. Communication with Audience. Did the speaker have good eye contact with the audience? How interested was the audience in what the speaker had to say, and how well did he/she hold the audience's attention?

QUESTIONS AND ANSWERS (20 Points)

1. Quality of Answers. Did the speaker understand the questions? Were the answers clear, and did they adequately answer the questions?

2. English. Was the English of good quality so that the audience could clearly understand what the speaker said? Were words well chosen and correctly pronounced? Was sentence structure grammatically correct?

Total: 120 Points

From Hand To Heart

Toshishige Yamasaki
Senior 1982
Seinan Gakuin University

Judges and my friends: This is an ENGLISH speech contest. But since we are here in Fukuoka, Japan, and most of the audience are Japanese, let me start my speech in JAPANESE. Is that okay? Well, listen, "_____ (sign language) _____." This is Japanese sign language, which is spoken, or rather, used as a means of communication in this country by more than two million people. If you allow me to translate what I just said into a more familiar language, English, I said, "Can you read my signs? I'd like to talk with you."

I'm standing here to ask all of you, based on the following six principles, to learn Japanese sign language to establish a means of communication and cooperation with verbally-disabled persons.

PRINCIPLE NO.1 (Basis of my appeal to you): I ask this especailly to you, because you're experts on language learning. The fact that you attend the English speech contest held in Japan tells me that, whether you are a Japanese or not, you can handle at least two languages: English and Japanese. By learning and using the second language, you every day experience the difficulties of mastering the second language; but at the same time, you are feeling the necessity of language in our human communication, its significant influence over our human relations, and the fruit you'll benefit from it. You are the right persons to ask to learn another language.

PRINCIPLE NO.2 (Necessity): I ask this to you, because from your colourful linguistic experiences you can tell that 'communication is definately a two-way process.' The United Nations designated 1981 as the International Year of Disabled Persons with its highly motivated slogan, 'full participation and equality.' In this symbol (present a picture) you can see the normal people here and the disabled people here facing each other, standing hand in hand. This hand-in-hand relationship can be truely realized only when both sides, the disabled and non-disabled, secure a means of free and equal exchange of their ideas, thoughts, feelings and needs.

Expecting to get into the mainstream of society themselves, the verbally-disabled people brushed up on their sign language to communicate with us. But then, even if we raise our voices, saying, "You people, come out to the center of our society. We welcome you here," if we do not learn sign language, we are refusing that free communication with them and are putting them into a small, dark, cold closet. It's crystal clear that to learn sign language is the civic duty on our side to follow up the UN resolution.

PRINCIPLE NO.3 (Plan): Your past experiences also tell you how to proceed language study in proper. It might be a good idea, first of all, to get a grammar book. Here is a book I'm now using, Hyakumannin no Shuwa Kyoshitsu or Sign Language Lessons for the Common Men. Second, you can make use of a TV Sign Language Conversation Program aired on NHK Education at 6:40 every Sunday evening. Then you can practice it with your friends, perhaps making J.S.S. or the Japanese Signing Society just like E.S.S. or the English Speaking Society. Finally you can go out to talk with disabled persons.

PRINCIPLE NO.4 (Advantage 1): I started to learn sign language last year from a sense of responsibility. But now I'm finding out it is a pleasure. You also understand the pleasure you'll benefit from actual interaction with people who might have a different life style, for example, foreigners. Do you remember how excited you were when you could communicate with foreigners for the first time? Do you remember how pleased you were when you got new ideas from them? If you have close foreign friends, think of this: If you or your friend had never studied a common language between you, you'd have remained utter strangers. No? The same thing can be said for sign language. You may find new meanings in things surrounding you and there's a strong possibility that you'll find life-long friends simply because you know sign language.

PRINCIPLE No.5 (Advantage 2): If you need to be a more successful communicater, please study sign language, and it'll enrich you with elaborated nonverbal communication skills. Mr. Albert Mehrabian and other contemporary communication scholars estimate that over ninety percent of the message we perceive is non-verbal. As a sign language speaker, you should use your whole body to project yourself: Not simply hand signs and gestures, but more expressive faces, for example, to convey your emotions because you can't rely on tone of your voice and intonation which are instrumental in making approximately 40% of your message. As a sign language listener, you should be more attentive to interpret the meaning of every single movement of the speaker. These exercises help you wisely manipulate non-verbal cues in usual communication situations.

PRINCIPLE NO.6 (Cause of my appeal): The chance that you'll use sign language is perhaps smaller than that of spoken Japanese and English, and it won't help you find a job. But it's not a matter of job-hunting nor money-making but friend-hunting and society-making. The cause of my appeal is well described in the plan of action for the International Year of Disabled Persons, "A society that shuts out a number of its members is an impoverished society." Japan is not an impoverished society; it shouldn't be. Japanese sign language is not a foreign language you're going to use in a foreign land with foreign people, but the Japanese language your fellow citizens in this society are using everyday, even at this moment.

I'd like to repeat my main points: 1) You can do it, 2) you need to do it, 3) you know how, 4) you'll get friends, 5) you'll improve in communication and 6) you can realize (present a picture) this world-wide resolution with your own hands. With all of these, I'd like to ask you to join me and to learn Japanese sign language.

In fact, I'd like you to practice a couple of signs before you leave this hall. Just look at me and try to copy my signs? "(sign language) Thank you." "Sign language) How are you?" "(Sign language) What can I do for you?" Beautiful! Perfect! Now, these three signs are just the beginning, but they will help establish the most important thing in authentic communication: rapport between you and your would-be friends.

Next time when you find someone speaking to you in sign language, "(sign) Do you understand my signs? I'd like to talk with you," how will you respond? Yes, now you can say, "(sign) How are you? And what can I do for you?"

(sign) Thank you.

This was the prize winning speech of the 33rd Intercollegiate English Oratorical Contest For the Garrott Trophy, Japan's second oldest intercollegiate speech contest (The Mainichi Trophy contest is three years older). The contest was held at Seinan Gakuin University, Fukuoka on November 20, 1982

A EUCALYPTUS

Hironori Fujiyoshi
Hitotsubashi University
1982 (Sophomore)

Do you know a eucalyptus, in Japanese "Yukari-no-ki." This is the tree to which the lovable Australian animal, the koala, is always clinging. The eucalyptus is famous for its rapid growth, and its large size. It usually grows to the height of one hundred meters. Here is one story about a eucalyptus.

A man planted a eucalyptus in his garden. When he planted the tree, it was only forty centimenters high. He expected the tree would grow well. But his tree grew only a little. One year later, the tree was only fifty centimeters high. Two years later, the tree was only sixty centimeters high. Then, he wondered whether or not he should cut down his poor stick of a tree. He wondered if he should plant another kind of tree.

Now, my friends, if you had planted an eucalyptus and it had not grown well for two years, what would you do? Would you cut it down and plant another tree, or would you leave it alone? Please keep this question in your mind until the end of my speech.

Here today, there are many university students. I think you are now studying your majors, for example, law, economics, literature, science, English, etc. But are you truly devoting yourself to your studies? As for me, I'm afraid I'm not. A year ago, I decided to study English and accounting. For a while I diligently studied these subjects. But, after half a year, I felt my English ability had improved little, and my accounting ability even less. Then, I said to myself, "I studied hard no less than half a year. But the result is miserable. So, even if I continue studying, I won't be good at these subjects. These two subjects don't suit me!" Then I stopped studying diligently. I became not so interested in English and accounting.

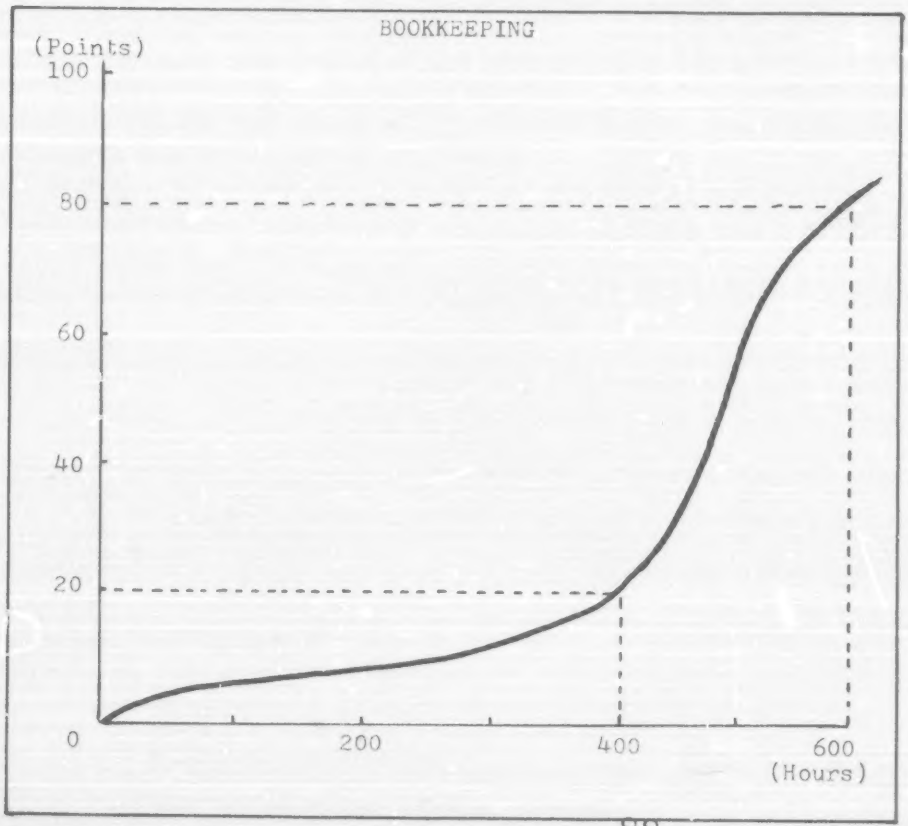
The other day, when I was idly browsing through a book entitled "How to Study Accounting", I came across some interesting words. They said that the effect of your studying is to appear much later, and that you should keep studying even if the effect has not yet appeared. That book showed this chart. It showed that if the average student would study bookkeeping for 400 hours, he could get only 20 points in an examination, but that if he would study for 600 hours he could get 80 points. The points are not proportional to the hours of study. How can you explain the rapid increase of the effects of the effort after 400 hours study? I want to explain it like this. Only a part of the effort becomes visible at 20 points. The other parts are invisible in this chart. And the invisible effects of the effort will appear as a great power that gives rise to the rapid increase of the points afterwards.

This chart is about the case of studying accounting. But I think this chart can also fit other subjects, for instance, English.

We are apt to consider that making an effort should be instantly reflected, and that all the effects should be visible, such as marks in exams or winning prizes in speech contests. So, when we study something for some while, and the result is not so remarkable, we often give up studying. This is very wasteful, because it means we abandon our wonderful potentiality. Until we get to a certain stage, remarkable results can't appear. But the invisible effect is truly lying just under the surface. So, if you are now studying your major or some other subjects, and even if you have not been getting remarkable effects from your efforts, please keep studying.

Now, I want to go back to the second half of the eucalyptus story. After two years, the tree was only sixty centimeters high. So, the man decided to pull it out and to dig around the tree. But, though he dug and dug and dug deeper and deeper, he couldn't find the end of the roots. So, he left it alone. Then, to his great surprise, during the next two weeks, his eucalyptus suddenly grew four meters. Yes, it means that for two years the eucalyptus had invisibly spread its roots, its foundation. And after that, when the tree had finally established its foundation, it began to grow higher and higher.

Now, ladies and gentlemen, even if your eucalyptus, your study, has not grown hardly at all for a long time, please don't cut the tree. Because your eucalyptus must be now growing invisibly under the ground, and now storing the fundamental energy for your future astonishing growth!



Choosing Proper Branches

Ichiji Fujiwara
Junior, 1983
Waseda Univ. ESS

Just after I was born 21 years ago, I was given an unusual name, "Ichiji." It was not because I was born at one o'clock in the afternoon but because my parents hoped that I would always be in first place in every field. "Ichiji" literally means, "the one who takes the first place and leads people." Because of my name, I think I was destined from the start to take leadership at some point in my life.

I think not only me but most of you here in this hall are likely to take leadership in a variety of fields in the future. So, today let me share with you my ideal leadership which has been formed during the 21 years of my life.

Before finding out my ideal, my principle of leadership went from one extreme to another. The first extreme was this: a leader should always be confident and strict.

In junior high school I was appointed a conductor for the school chorus contest in my class. Maybe you can't imagine it because I am too short to do a thing like that even now. But I behaved as if I had confidence. When we were practicing, I was always shouting at my fellows like my father did to me: "Stop! That's not the note! How many times have I told you not to do that? Repeat once again from the start!" Some of my classmates offered some suggestions about practices but I turned a deaf ear to them. Three weeks later we competed with other classes. The outcome was just miserable --- our class was ranked at the bottom in the contest.

This incident made me change my principle of leadership to another extreme: a leader should allow his fellows to do as they please. It was because I completely lost my confidence in my previous way.

After several years my second struggle began. It was in the ESS at Waseda, in which I became chief of the Speech Section at the beginning of this year. To allow my fellows to do as they please ...Yes, that was what I had been doing as chief. Indeed our records in external speech contests this spring were excellent, unlike previous springs. But I felt something was missing. I thought that this section was not one in the true sense of the word; just the gathering of 11 people. Nor was I a leader. I was just doing my official work in addition to what other fellows did. They could have been done by somebody else. I was at a loss why I was called "chief."

While I was wondering what the true meaning of leadership was, I came across the words which made me recognize it. It was what my father said to me when he and I were trimming the trees in the garden one Sunday afternoon last June. He said, "An organization is like a tree. Its actions and possibilities are its branches. A good gardener chooses proper branches to trim so that it will be shaped to receive sufficient sunlight for their growth. A good leader is just like a good gardener. He can make a tree called "organization" grow in the best possible way. To do that, he should think deeply about what is really necessary for an organization ."

After hearing his words I reflected on my two extreme principles of leadership. I realized that in both of the cases I failed to "choose branches." What I did in my junior high school was just to cut the branches too short without any choices. I never allowed my classmates to do other than what I commanded; never did I accept any useful suggestions from my fellows. With few branches and leaves, a tree called a chorus could only

little sunlight for its growth. Therefore it had to die in the end.

In the ESS I also failed to choose branches, letting them all grow as they wanted. I tried to accept every suggestion and reflect them back to the policy of the section. Because of this, the branches of a tree, called the Speech Section, stretched too far and were likely to snap off from the trunk at any moment.

To choose correct branches and deep thoughts for proper choices, I believed, would secure satisfactory growth of an organization. So I began to think about what was necessary for the section, rather than to just think about what my fellows wanted. I decided to begin a program of extemporaneous speech-making in my section, despite the general reluctance of the members. After it was over one of my fellows who was opposed to the program said to me, "At first I didn't like extemporaneous speeches and I was not going to participate in the Fukuzawa Trophy. However, I found it not only enjoyable but also very instructive. It helped me to realize the true meaning of communication." I am sure that I chose the proper branch. This was my proof that I was the real head of 10 people and this was my ideal of a true leader.

Ladies and gentlemen, taking leadership may sometimes prove a heavy burden to you as in my case. But I think it is something you must pursue when given the responsibility. In such occasions pleas remember that there is a key to your success. Try to be a good gardener and choose proper branches. By this I mean to think deeply about what is necessarry for an organization. This is the conclusion that I reached after a series of trial and error.

Sometimes I hated my name "Ichiji" because being a leader all the time was nothing but a strain to me. But somehow at present, I have come to love and be proud of my name and grateful to my parents.

This interesting speech was the First Prize winner in the Six University Speech Contest (Keio, Waseda, Aoyama, Kwansei Gakuin, Doshisha Universities and Kobe College) held on November 6, 1983.

Don't Be Innocent

Hiroo Sono, Freshman 1983
Hokkaido University

As you all know, something terrifying occurred in the sky near Hokkaido about a month ago. Yes, a civil airliner of South Korea was destroyed by the Soviet Union. Soon after it happened, I had an argument with a friend of mine. He insisted that since we have a barbaric nation as a neighbor that kills 269 civilians saying they were spies, we will have to possess some means of defending ourselves. He meant that we will have to admit the S.D.F, The Self Defense Forces, legally. This means that Article 9 of our Japanese Constitution should be changed. I felt something dangerous and evil in his opinion. But I couldn't make a counter argument. All I could say was that the S.D.F. is against the Constitution. My logic didn't move on further. His argument seemed so strong and persuasive at that time. It was a great shock for me that I couldn't defeat his opinion even though I knew instinctively it was wrong. For a few days I kept thinking why I couldn't defeat his opinion. And gradually I came to realize why. The reason was so simple. My opinion was so vague and his was realistic. Mine was an emotional one, not constructive, only chasing the ideal without the real. But I found the weak point of his, too. He was looking for the real without the ideal.

What is necessary for proper circumstantial judgement, with a good mixture of the real and the ideal, is to know the facts, facts which are in the center of the real. Getting along without the knowledge of the facts will naturally allow the existence of wrong images of world affairs. It is true that political advertisement is a very efficient way to control public opinion. And since public opinion is the main factor that directs policy, most governments are eager to form public opinions which will do them a great deal of good. Remember the TV debates between John F. Kennedy and Richard Nixon, and Jimmy Carter and Ronald Reagan? These debating matches broadcast through television were confrontations of political advertisements. In both matches, the so-called winners of the debates also won the races for the presidency. This indicates the power of political advertisements in forming public opinions. The same thing can be said on the level of international politics, too. You can take the relationship between the U.S.A. and the U.S.S.R. as a debating match, a debating match between Reagan and Andropv. When the Soviet Union offers some plan contributing to world peace, President Reagan often destroys such a precise turning point. As proof, the INF negotiations were disturbed by the U.S.A. recently. President Reagan explains that the Kremlin is merely trying to gain a good reputation. President Reagan is making such advertisements that force us to believe the Soviet Union is a threat. On the other hand, the Soviet Union is making many advertisements, too. In this April, Andropov invited an American girl to Moscow. He wrote to her saying, "The Soviet Union desires peace. We won't be the first nation to use nuclear weapons." Don't you think his intention is plain? Obviously, this is a political advertisement, too. Like this, the information we get from mass media is decorated with political intentions. If we accept such advertisements without any consideration, and if we don't know what are the facts, we won't be able to know the genuine impact of things happening around us. If we don't know the impact, we will lose the sight of where we are heading.

As you can see, it is because of these political advertisements that we cannot know the essential facts. What is making the matter worse is that the Japanese mass media are supplying so many political advertisements. Political advertisements tend to be exaggerated or rather tricky. They are so far from telling us the facts. To know the facts is vitally important in making proper judgement. But how can we know what are the facts? Don't look at things from only one point of view. If you look at a house from one side, and the wall you see is white, it doesn't mean that the other sides are white, too. They might be red or blue or pink. When you look at every side of the house, then at last you can say the house is white. If we don't want to be loved by unhappiness, if we don't want to be killed by missles, we must know the facts. We must pick up what is hidden behind political advertisements. We must remove the political intentions covering the facts. Get information from several sources which have different viewpoints. Analyze information carefully. Then we can get to the facts.

We must not be innocent. Never!

This is the winning speech of the 9th All Hokkaido Intercollegiate English Oratorical Contest for Freshmen held on October 9, 1983 at Hokusei Gakuen University, Sapporo.